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ABSTRACT

The document provides the revised curriculum guide for Project SOCRATES, a program designed for academically gifted students in grades 4 and 5. The guide is organized according to the project's four goal areas: development of creative thinking, for casting, reasoning, and planning and decision making. Under each goal are listed objectives and under each objective are listed content, criterion referenced test item(s), representative instructional materials, and materials required for the activities. An additional goal involving affective development is included in an appendix. Listed for this goal are objectives, content, activities, and materials. Evaluation of student attainment in affective development is explained to be based on teacher observation rather than a criterion referenced test. (SBH)

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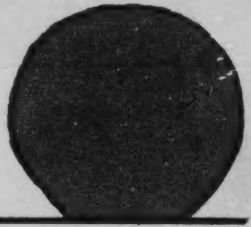
PROJECT
SOCRATES



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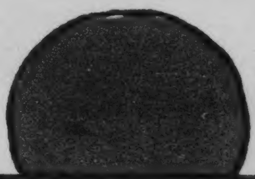

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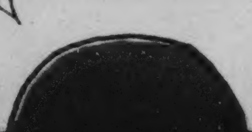

CURRICULUM GUIDE

for

PROJECT SOCRATES

Paris Independent School District
Paris, Texas

Revised January, 1980

Paris Independent School District
P. O. DRAWER 1159
Paris, Texas 75460

In August, 1976, curriculum was developed for Project Socrates, a program designed for academically gifted students in grades 4 and 5. Although devised for students of high academic potential, this curriculum could be used in the regular classroom setting with students of comparable age or with students who are older.

In the Paris Independent School District a curriculum guide is never considered final. The Socrates curriculum has been revised each year of project operation and will continuously undergo revision when there is substantial need.

This curriculum guide lists four broad goals for student attainment. Goal One involves creative thinking; Goal Two involves forecasting; Goal Three involves reasoning; and Goal Four involves planning and decision making. Under each goal are listed objectives and under each objective are listed content, criterion-referenced test item(s), representative instructional activities, and materials required for the activities.

An additional goal involving affective development is included in Appendix A of this guide. Objectives, content, activities and materials are listed for this goal. No criterion-referenced test items are listed, as evaluation of student attainment is determined by teacher observation.

The school district acknowledges the following persons who were instrumental in the development of this project but who are no longer actively involved: Mr. Drennon Daves, Dr. Joe Austin, Mrs. Elaine Ballard, Mr. Ray Crowell, and Mrs. Jo Ann Woodroof. Also acknowledged are the following persons for their diligent efforts in continuing this project and improving its curriculum: Mr. David Ingram, Project Director; Mrs. Ann Trull, Project Coordinator; and Mrs. Suzanne Patty, Project Teacher.

Felix Gibson

Felix Gibson
Superintendent of Schools

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Goal 1: CREATIVE THINKING

SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN CREATIVE THINKING ABILITY AS DEMONSTRATED BY PRE AND POST TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

Objective 1.1: **Given the major steps of the Creative Process, the student will place them in sequential order.**

Content: *Creative Process*

All achievements have their beginning in an IDEA.

Major Steps of the Creative Process:

1. *A period of preparation*
2. *A period of incubation*
3. *A period of illumination*
4. *A period of verification*

Preparation - *the time of defining a problem, gathering information and material, and choosing a plan of action*

Incubation - *the time when the unconscious mind takes over and continues working on the problem*

Illumination- *the moment of insight, the time when the necessary solution is suddenly realized, the time when the bulb lights*

Verification- *the period when the solution or illumination is tried out and tested*

CRT 1.1 (a): **Place the steps of the Creative Process in sequential order by identifying each step with either a 1, 2, 3, or 4.**

3 Illumination
1 Preparation
4 Verification
2 Incubation

(b): **List the four steps of the Creative Process in sequential order below.**

1. Preparation
2. Incubation
3. Illumination
4. Verification

Activity 1.1: **After having read or listened to the story about "Slick Chick," the student will explain the areas of the story that illustrate the four steps of the Creative Process listed below:**

1. Preparation
2. Incubation
3. Illumination
4. Verification

ALL THINGS BEGIN WITH AN IDEA!!

There once was a chicken, a real slick chick, who had a wonderful idea. She wanted to change her ways and raise a family. She was so excited she "clucked-clucked" all day long. But, alas, she didn't know where to start. "Slick Chick" thought about this problem long and hard for she really wanted some little chicks, "real bad."

A lot of the other hens had families, so she decided to ask for some advice on how to have a family. All the hens seemed anxious to give their advice, but everyone suggested a different way for "Slick Chick" to reach her goal. She still didn't know what to do. At least they all started out the same way: they laid an egg. "Slick Chick" decided at last that she would begin and maybe, just maybe, everything would work out. At least she was finally going to attempt to have a family. "Slick Chick" went to bed early that night (you might say she went to bed with the chickens), had a real good night's roost and awoke with the sunrise the next morning. She was so excited. Today is the day. Today, "Slick Chick" would lay an egg.

Once on the nest she was very relaxed. The day had finally arrived--the first step in having her own little chick. There, isn't it beautiful? "Slick Chick" was so happy. But what now? She didn't know what to do next. But have faith!! All will work out. "Slick Chick" would just be patient. She would sit on the nest until she could figure out what her next step would be. "Slick Chick" sat for days. Not an answer did she find. All she did was sit, sit, sit (you might say she was just an old sitting hen).

What was that? Did "Slick Chick" think of something? She looks different. She hears something. She feels something. Something is happening to her egg.

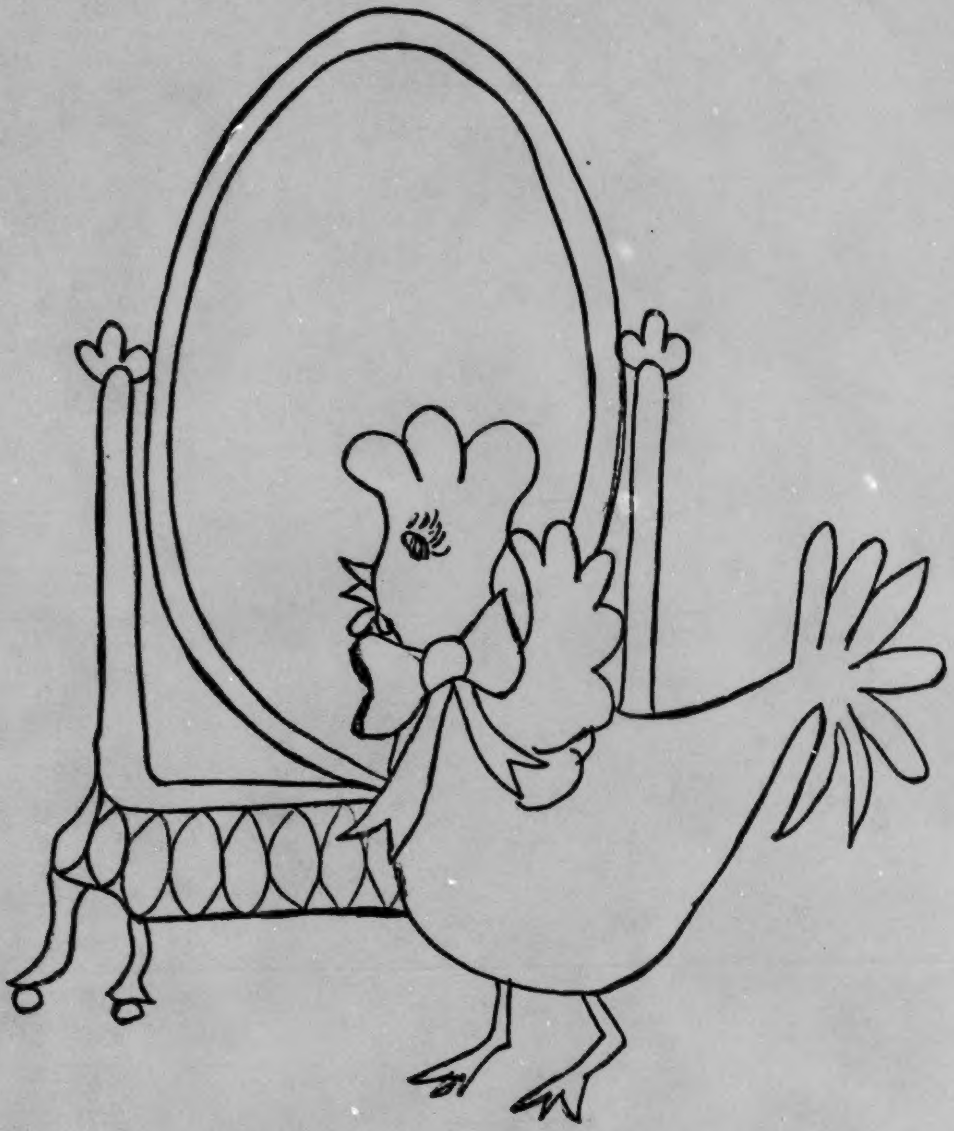
Now she sees it. My goodness, what a bright day. All the lights in the world seem to be shining. She realizes her answer has been found.

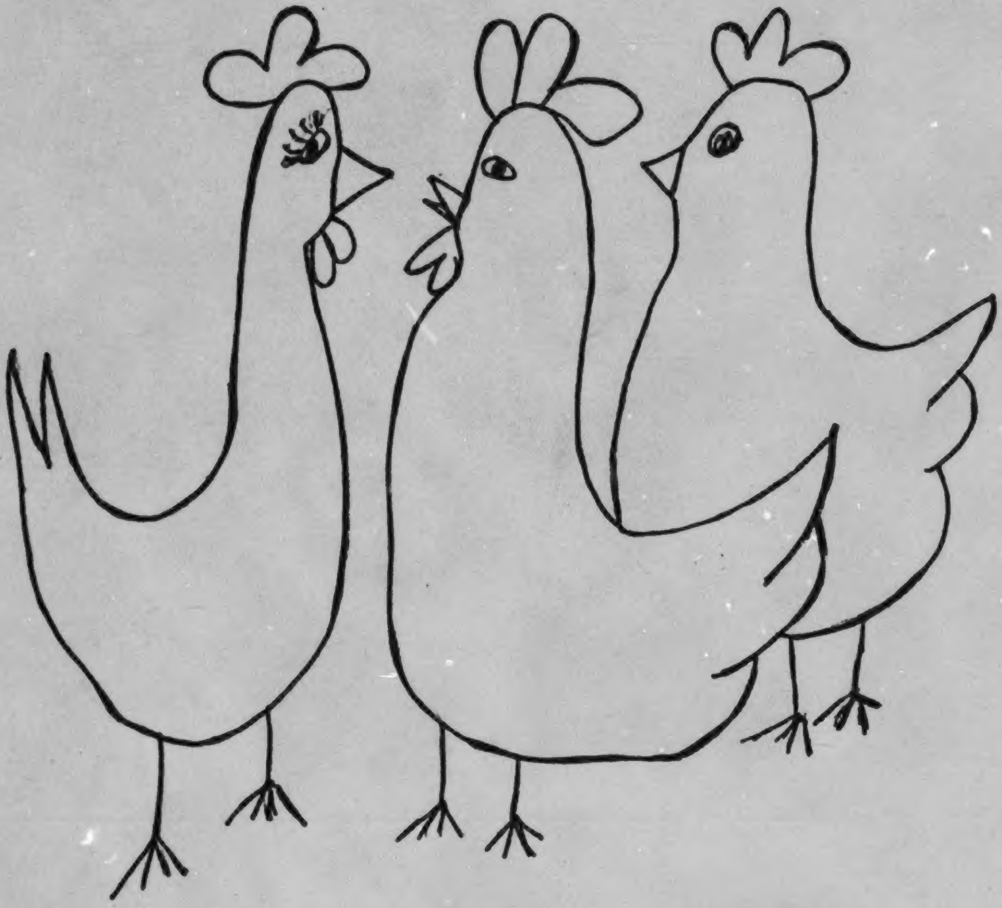
Her problem is now solved for she sees a little chick coming from the egg.

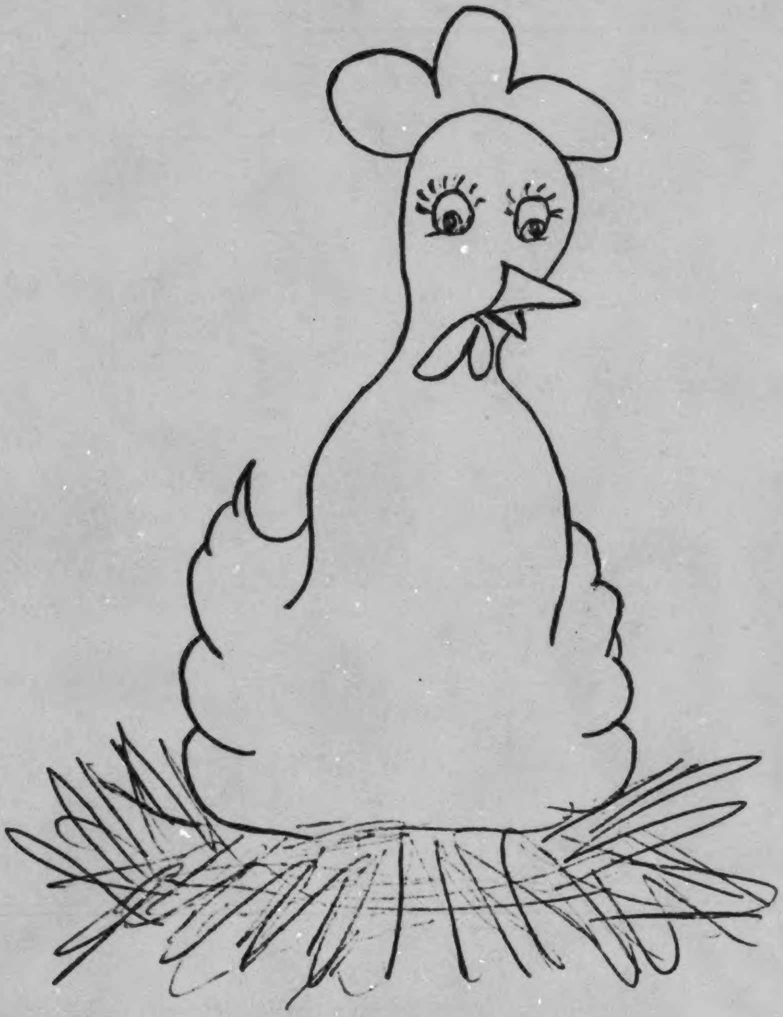
But wait!! How does she know it is a little chick. She examines the cracked egg; she looks at the little chick. Yes, it came from the egg. Yes, it has feathers; yes, it is a little chick. Oh, Happy Day!!!

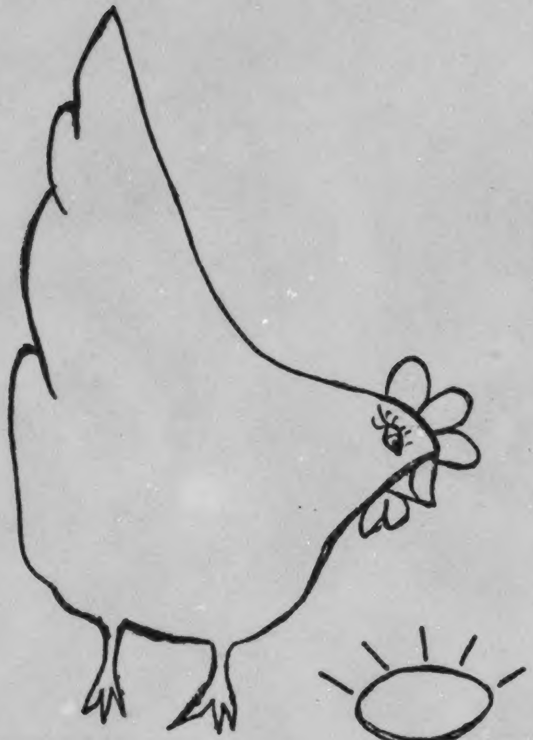
"Slick Chick" is no longer a slick chick, she is now just another old mother hen.

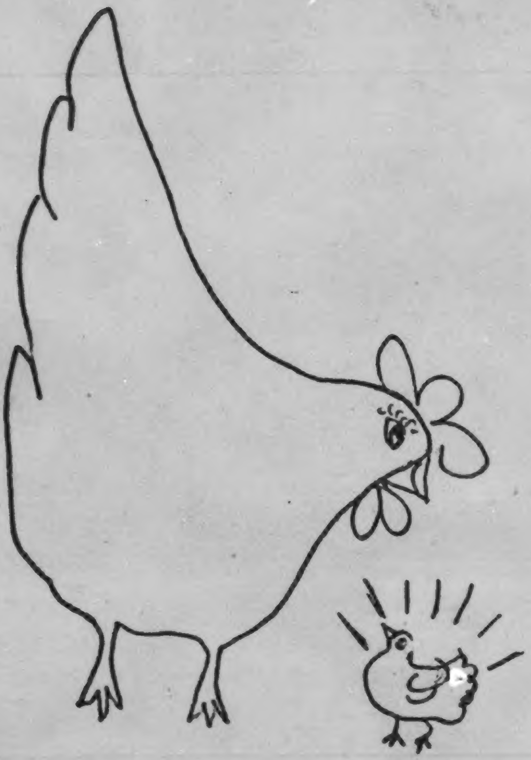
Materials 1.1: Overlays











Objective 1.2: Given written definitions of the four major steps of the Creative Process, the student will be able to match the name of each step with its corresponding definition.

Content: *Same as Objective 1.1*

CRT 1.2: Match the name of each major step in the Creative Process with its corresponding definition.

Preparation Illumination Verification Incubation

Verification 1. The period when the solution is tried out or tested
Incubation 2. The time when the unconscious mind takes over and continues working on the problem.
Preparation 3. The time of defining a problem, gathering information and material, and choosing a plan of action
Illumination 4. The moment of insight, the time when the necessary solution is suddenly realized

Activity 1.2: The student will participate in discussion of famous inventors (Edison, etc.).

Materials 1.2: None

……………………

Objective 1.3: Given a list of statements, the student will identify the Principles of Creative Thinking.

Content: *As the Creative Process develops, the principles of creative thinking need to be realized.*

Principles of Creative Thinking:

1. *Ideas come more freely if there is no worry about how PRACTICAL or WORKABLE an idea is.*
2. *Group thinking can produce more ideas than individual thinking.*
3. *The more ideas that are developed, the greater the chances of finding the best solution.*
4. *Ideas produce more ideas.*

CRT 1.3: Place a check before the correct statement.

The principles of creative thinking are:

✓ 1. Group thinking can produce more ideas than individual thinking.

CRT 1.3 continued:

____ 2. Ideas produced with a great deal of forethought are more productive.
_✓_ 3. Ideas produce more ideas.
_✓_ 4. The more ideas that are developed, the greater the chances of finding the best solution.
____ 5. Ideas must be original.
_✓_ 6. Ideas come more freely if we do not worry about how practical or workable an idea is.

Activity 1.3: None

Materials 1.3: None

....

Objective 1.4: The student will demonstrate the ability to brainstorm.

Content: Once the Creative Process has begun to work, there are some techniques and ideas for improving this process. One of these techniques is brainstorming.

Brainstorming:

1. Brainstorming is a procedure for group-thinking sessions that are designed to provide an atmosphere permissive of new ideas.
2. The purpose of brainstorming is to obtain as many ideas as possible which relate to a given problem.

Rules of Brainstorming:

1. Judgment is ruled out.
   Any idea is acceptable. There is not a right or wrong idea. Criticism of ideas must be withheld until later.
2. "Free-Wheeling" is welcomed.
   The wilder the idea, the better. "It is easier to tame down than to think up."
3. Quantity is wanted.
   The greater the number of ideas, the more likelihood of having a "winner."
4. Combinations and Improvements are sought.
   In addition to contributing ideas of their own, participants should suggest how ideas of others can be joined into still another idea.

CRT 1.4: Select one of the following for brainstorming.

a. What would happen if we had no names for colors?
b. What would happen if the color red disappeared when you left school today?
c. Suppose right and wrong were reversed. What are all the things that might happen?
d. What would happen if the clouds had strings on them and you could pull them around where you wanted them to be?

Activity 1.4 (a): The student will participate in the following brainstorming activities.

a. What if the sky were red, not blue?
b. What if the sun shone 24 hours a day?
c. What if the wind never blew?
d. What if clouds dropped happiness one day instead of rain?
e. What if Christmas were celebrated on August 8?
f. What if it rained pennies, nickles, and dimes?
g. What if fat were beautiful?
h. What if your dresser could talk?
i. What if you were a teacher?
j. What if people could fly?

Materials 1.4 (a): None

Activity 1.4 (b): The student will, as part of a group of 3 or 4, brainstorm an activity from a card in Thinklab 2.

Materials 1.4 (b): Thinklab 2 (SRA, cards 146-160)

....

Objective 1.5: The student will show an increased awareness to problems.

Content: *In order to solve a problem, there must be the awareness that a problem exists. Unawareness of certain types of problems exists because of the lack of observation of the world's activities.*

Unawareness of other problems exists because of unconscious assumptions; in other words, things are taken for granted. Many creative acts have had their beginnings because an assumption was questioned that had previously been taken for granted.

CRT 1.5: Select one of the following for student response.

a. What would happen if pills were substituted for food?

b. List all the things that might happen if everyone had one wish that would come true?

Activity 1.5 (a): The student will individually take an observation trip--walk around the school building. Upon returning to the class, he will list the things he saw. He may repeat this walk looking for the things he didn't see the first time.

Materials 1.5 (a): None

Activity 1.5 (b): The student will list all the things that might happen if everything were yellow.

Materials 1.5 (b): None

Activity 1.5 (c): The student will, individually or as part of a group, discuss these "what if's."

"What would happen if".....

.....we only had 3 fingers?
.....we knew when we would die?
.....streets moved instead of cars?
.....nothing could be thrown away?
.....there were no clocks?
.....there were no schools?
.....there was no laughter?
.....there were no money?
.....there had been no coal in Pennsylvania?
.....there had never been a concept of westward expansion?
.....the Mississippi river flowed north instead of south?
.....you were getting smaller everyday instead of bigger?
.....no one had ever invented language?
.....all the books in all the libraries disappeared?
.....the Wright brothers had never flown at Kitty Hawk?
.....gold had been found in Kansas?
.....Texas were the smallest state in the Union?
.....hydrogen and oxygen stopped combining to produce water?

Materials 1.5 (c): None

....

Objective 1.6: The student will demonstrate the ability to produce numerous ideas on a given subject or topic.

Content: None - encouraged through activity.

CRT 1.6: Select one of the following for student response.

a. If you had an evening to spend alone at home, list all the ways you can think of that you could use to entertain yourself.
b. If you were on a deserted island, what three things would you want to have with you?

Activity 1.6: The student will participate in these activities for encouragement of more ideas. (ideation fluency)

a. List on paper all the uses you can think of for a brick.
b. If you are exposed to extreme cold, what things can you think of that might bring you comfort?
c. Old light bulbs are usually thrown away. How many uses can you think of for an old light bulb?
d. In how many ways can water be forced or made to work for us?
e. How is the discovery of North America like landing on the moon?
f. How is long division like baking a cake?
g. How is an automobile like a gun?...an airplane?...a friend?
h. How is money like a thief?
i. How is a bank like a prison?
j. Which is faster, mud or a pickle?
k. Which is warmer, a handshake or an electric blanket?
l. Which has more fun, a rock or a grain of sand?
m. Which is more dishonest, a jewel thief or a tornado?
n. Which is longer, a week or a toothache?
o. How is a cat like a dog?
p. How is getting married like going fishing?
q. How is the Constitution like a recipe for apple pie?
r. How is anger like a mountain?
s. How is the wind like love?
t. How is Elmer's Glue like a fire alarm?

Materials 1.6: None

....

Objective 1.7: The student will show originality in activities.

Content: None - taught through activity.

CRT 1.7: Select one of the following for student response.

a. You are lost in the Rocky Mountains with only a canteen of water and a box of crackers. How would you handle the situation?

b. Your school is asking for the most original ideas on new playground equipment. What would your ideas be?

Activity 1.7 (a): The student will participate in the activities in this area to encourage a deliberate effort to give uncommon or unusual responses. He should look for a different or new way of doing something other than the usual or common way.

a. Go to a window and look outside for a few minutes. Come back to your seat and write down all the things you would not have seen on a rainy winter day. If you write a word no one else noticed you score 10 points. If only 2 or 3 notice your word, you score 1 point. Most points scored determines the winner.

b. Squiggle Stories
Have each child draw 3 random lines on a piece of paper. Then trade papers. On the paper you receive draw a picture using those 3 lines. Each child should name his picture and write a story about it.

Remind the students that in a story (1) something must happen, (2) it must happen in sequence, (3) it should have a definite ending or punch line.

c. Travel Folder
Cover - write the name of your "imaginary land."
Page 2 - draw and describe what your imaginary land looks like.
Page 3 - draw and describe an imaginary animal that lives in your land.
Page 4 - draw and describe what the people in your land like to do.
Page 5 - draw and describe something very special about your land.

Materials 1.7 (a): None

Activity 1.7 (b): A palindrome is a word or sentence which reads exactly the same forward as backward.

Example: peep, not a ton, tot, dad
Rise to vote, sir.
Was it a cat I saw?

The student will:
a. Write as many one word palindromes as possible and compare list when finished.

b. Write as many sentence palindromes as possible.

c. Participate in a contest to see who may write the most palindromes and who may write the longest palindrome.

Materials 1.7 (b): None

Activity 1.7 (c): A hink-pink is a two one-syllable word combination which rhymes and answers a word puzzle.

Example: What is a trash container?
Answer: A junk trunk.

A hinky-pinkie is a two two-syllable word combination which rhymes and answers a word puzzle.

Example: What is a gross couple?
Answer: A gruesome twosome.

A hinkity-pinkity is a two three or four-syllable word combination which rhymes and answers a word puzzle.

Example: What is a book ailment?
Answer: Catechism rheumatism.

The student will:

a. Write and exchange hink-pinks.
b. Write and exchange hinky-pinkies.
c. Write and exchange hinkity-pinkities.

Materials 1.7 (c): None

Activity 1.7 (d): Graphics are unique ways of illustrating or writing common words or phrases in a different form.

Example: (a) Mixed up kid is IDK or DKI.

Example: (b) Sleeping on the job is $\frac{\text{sleeping}}{\text{job}}$.

The student will write and illustrate graphics.

Materials 1.7 (d): None

Activity 1.7 (e): The student will rename sports teams based on items associated with various cities. Each student will cut out a football helmet, baseball bat, tennis racket, etc., then think of a name for a team identified with that sport.

Example: New York Skyscrapers (basketball)

Example: San Francisco Earthquakes (football)

Materials 1.7 (e): Paper
Scissors
Colors

Activity 1.7 (f): The student will make a poster of a favorite saying for display in the classroom. These posters give students an opportunity to think about the impact that a few words can have.

Example:

If you are going
to regret
something,
don't do it;
and if you do
something,
don't regret it.

Materials 1.7 (f): Poster board

Activity 1.7 (g): Cinquain, in the original form, is five lines with 2, 4, 6, 8, and 2-syllable count respectively. A second variation, the pattern given below, is a form of word play and is commonly used in the classroom.

Pattern:
line 1 - one word, giving the title.
line 2 - two words, describing the title.
line 3 - three words, expressing an action.
line 4 - four words, expressing a feeling.
line 5 - one word, a synonym for the title.

Example:
Ballerina
Lovely lady
Twirling, whirling, gliding
Gracefully floating on air
Dancer

Given examples of Cinquain poetry, the student will write products to share with the class.

Materials 1.7 (g): Examples of Cinquain poetry

Activity 1.7 (h): Haiku is an ancient form of Japanese poetry. The purpose of the Haiku is to present a single thought or observation particularly related to nature and to indicate a season of year. One Japanese poet describes a Haiku as a "one-breath poem." It uses only as many words as can be easily spoken in one breath.

Pattern: line 1 - 5 syllables
line 2 - 7 syllables
line 3 - 5 syllables

Example:
Daffodils blooming
Dangerously awaiting
Many careless feet.

Given examples of Haiku poetry, the student will write products as a creative writing exercise.

Materials 1.7 (h): Examples of Haiku poetry

Activity 1.7 (i): The students will write and compile enough examples of Haiku to construct a book of Haiku poetry.

Materials 1.7 (i):
Paper
Binding

Goal 2: FORECASTING

SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN FORECASTING ABILITY AS DEMONSTRATED BY PRE AND POST TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

Objective 2.1: Given a list of written statements, the student will identify those which are guesses and those which are predictions.

Content: *Predictions and forecasts are ideas on what the future may be. Those individuals or organizations that make predictions or forecasts are weather forecasters, fortune tellers, etc.*

Predictions or Forecasts:

1. *Possible - something can be done or could happen. (usually just a guess)*
2. *Probable - the chance for an event to happen or occur is greater than a possibility. It is enforced by mathematical data. (usually a prediction)*
3. *Certainty - a sure fact that an event will happen or occur. Without a doubt! (usually a prediction)*

CRT 2.1: Label each of the following statements by placing a G (for guess), a P (for prediction), or a C (for certainty) in the blank before each statement.

C 1. Tomorrow is the day after today.
G 2. John said that there could be as many as 5,000 people
3. in Paris with red hair.
G 3. I feel that Joe will win the election.
P 4. The chance of rain tomorrow is 50%.
P 5. If the past performance is considered, the Giants should beat the Cubs.
C 6. The trees will lose their leaves in the winter.
P 7. Three out of four times I will win when playing checkers with her.
G 8. Everyone will enjoy going to the park.
P 9. The faster car will win the race.
G 10. "The early bird gets the worm."

Activity 2.1 (a): The student will list 10 guesses and 10 predictions. Discuss each with the class.

Materials 2.1 (a): None

Activity 2.1 (b): The student will view a filmstrip/cassette program of an unsolved mystery. He will then write a probable ending and identify the likely villain.

Materials 2.1 (b): Unsolved Mysteries...with Sherlock Holmes and Dr. Watson (Society for Visual Education Inc.)

Activity 2.1 (c): The student will complete Lesson 44 of Probability Kit.

Materials 2.1 (c): Probability Kit (Creative Teaching Associates)

....

Objective 2.2: Given a list of written statements, the student will identify those which are possibilities, probabilities, and certainties.

Content: *Possibilities - Many things are possible. Is it possible for:*

1. *a woman to be president?*
2. *the city of Paris to burn?*
3. *school to last all year with no summer vacation?*

Certainties - Some things will happen or the world would not be as we know it. Is it certain that:

1. *day follows night or darkness follows light?*
2. *death will eventually come to us all?*
3. *you will grow older each minute?*

Probabilities - If an event may possibly occur but isn't certain to occur, the chances that it will occur are often stated in mathematical terms which are called probabilities. What are the chances of:

1. *a tossed coin landing with heads showing?*
2. *a roll of the die showing the number six?*

CRT 2.2: Place a PO (for possibles), PR (for probables), or C (for certains) in front of the corresponding statement type.

PO 1. You will live to be 120 years old.
PR 2. It will rain again sometime this year.
PO 3. If you flip a coin 100 times, heads will appear 98 times.
PO 4. You will have a cold sometime next year.
PR 5. My mother promised me a bike, so I think I will get it.
C 6. The moon revolves around the earth.
PR 7. The population of the world will increase.
C 8. There will be 12 months in the year 1980.
PR 9. If your sister is in Grade 3 this year, she will be in Grade 4 next year.
C 10. Carnivals scare some people.

Activity 2.2 (a): See attached sheet.

Materials 2.2 (a): None

Activity 2.2 (b): See attached sheet.

Materials 2.2 (b): None

Activity 2.2 (c): See attached sheet.

Materials 2.2 (c): None

……

Objective 2.3: The student will demonstrate an understanding of Probability Rule #1 by correctly answering a written probability problem which utilizes only Rule #1.

Content: Rule 1

Example: Joe, John, Robert, Jim, Elmer, and George put their names in a hat so they could win a prize. The probability of selecting Elmer in a single draw would be one out of six. (1/6)

Rule: The probability of an event occurring is one divided by the number of events possible.

CRT 2.3: Place a check before the correct answer.

If Joe placed 1 red button, 1 green button, and 1 white button in a box, what would be his chances of picking the red button from the box on his first try?

____ 1. 3 out of 3 (3/3)
____ 2. 1 out of 1 (1/1)
✓ 3. 1 out of 3 (1/3)
____ 4. 3 out of 1 (3/1)

Activity 2.3: To illustrate the example given in "Content" for Objective 2.3, the student will put his name in a box or hat and after every student has so done, someone will draw a name out of it.

Materials 2.3: Hat or box
Slips of paper for students to put names on

LESSON FOUR: Anticipating Probabilities

I. Read the statements below. On the lines below the statements, explain what the probable outcome will be.

The weatherperson predicted hot and
humid conditions for today.
There are black clouds in part of the sky.
The sun is shining, and it is very hot.
It has not rained for a long time.
The wind is blowing.
The wind has changed directions.

..Answers should indicate that rain or a storm is likely to occur..

II. Below are two conclusions. Number the sources of each conclusion *1*, *2*, or *3*, according to whom you feel best qualified to make the conclusion. The most probable source should be numbered *1*. Suggested:

A. The magnified material showed many bacteria.

...2. The conclusion was stated by a high school biology student.

....3.. The conclusion was made by a student in the sixth grade.

.1. The conclusion was made by a medical student.

B. During a storm, the wind raged at nearly a hundred miles an hour.

....2... Some observers estimated the speed of the wind by the amount of damage it did.

1... A weatherperson observed the progress of the storm and measured the speed of the wind.

3 . A person watching films of the storm on television estimated the speed of the wind.

Activity 2.2 (b)

LESSON THIRTY-NINE: Anticipating Probabilities

I. Do you remember the difference between a probability and a possibility?

Which one is more likely to occur?. probability ....

Label each sentence below *Pr* if it shows a probability. Label it *Pos* if it shows a possibility. If the sentence shows neither one, label it *N*.

....Pos.... A. It may rain on June 14.

...Pr...... B. It will rain sometime again during the year.

N.... C. In the Northern Hemisphere, it will be warmer in summer than in winter.

...N.... D. Our flag has thirteen stripes and fifty stars.

. Pos.. E. People will live on the moon someday.

...Pos. F. If Tim wins in the district band contest, he will win in the state contest.

Pr G. If your sister is in grade four this year, she will be in grade five next year.

II. Finish the sentences below. Answers will vary.

A. It is possible that a boy in this class will ....

....

B. It is probable that a girl in this class will ....

....

C. It is almost certain that a boy in this class will ....

....

Activity 2.2 (c)

LESSON TWENTY-FIVE: Anticipating Probabilities

I. Look up *probability* in the dictionary. Now, look up *possibility*.

Which one is more likely to occur? . A probability is more likely to occur............

....

II. Write *Pr* on the line if you think the opinion is probable. Write *Pos* on the line if the opinion is only possible.

.....Pr..... A. Dick explained, "My mother promised me a bike, so I think I'll get it."

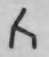
.....Pr..... B. Sue replied to Helen, "Yes, I believe the weather will be nice for the picnic. The weatherman said it would."

.....Pr..... C. Ruth mentioned that she thought the park would open on June 6. That was the date the newspaper gave.

III. Complete each sentence with a probable outcome.

A. If it does not rain for some time, ...

....

B. If a chair looks like this  , ...

....

C. You have no money when the ice-cream man arrives, ...

....

D. If a person throws a ball at the basketball hoop 100 times, ...

....

E. Since birds are flying north in large numbers, ...

....

F. Because Tom has not missed a spelling word this year, ...

....

G. If you save enough money, ...

....

Completed sentences for part III will vary.

Objective 2.4: The student will deronstrate an understanding of Probability Rule #2 by correctly answering a written probability problem which utilizes only Rule #2.

Content: Rule 2

Example: One red marble, two green marbles, and three yellow marbles are placed in a paper sack. The chances of drawing out one red marble is one out of six. We write this as 1/6 (Rule 1).

Rule: If a frequency distribution exists and if there is more than one object or event in a given class, the probability of drawing an object of this very particular class is equal to the class frequency divided by the number of objects.

CRT 2.4: Place a check before the correct answer.

Robert had only 1 blue shirt, 2 black shirts, and 3 brown shirts in his closet. Without light he couldn't distinguish colors. He wanted a black shirt. If he just reached in and took one without knowing the color, what would his chance of having a black shirt be?

____ 1. 1 out of 6
____ 2. 1 out of 5
__✓__ 3. 2 out of 6
____ 4. 2 out of 5

Activity 2.4 (a): The student will participate in the activity, Marble Draw. See the following page.

Materials 2.4 (a): One activity sheet of "Marble Draw" per student
A sack or box per student
1 red marble per student
2 green marbles per student
3 yellow marbles per student

Activity 2.4 (b): The student will complete page 30 in Probability Kit.

Materials 2.4 (b): Probability Kit (Creative Teaching Associates)

Activity 2.4 (a)

MARBLE DRAW

Materials - a sack or box
1 red marble
2 green marbles
3 yellow marbles

Procedure - Place all six marbles in the sack. Shake well! Peach in and without looking draw out a marble. Mark on the record chart below the column in which it belongs. Draw 100 times.

Draws	Red	Green	Yellow

Interpretation of data -

(a) What is the probability of drawing out a red marble? __________

(b) What is the probability of drawing out a green marble? __________

(c) What is the probability of drawing out a yellow marble? __________

Objective 2.5: The student will demonstrate an understanding of Probability Rule #3 by correctly identifying those items which represent an event which can never occur and those which are certain to occur when given a list of events characterized by fractions.

Content: *Rule 3*

The probability of any event cannot be less than zero or greater than one.

If less than zero it would never occur.
1/1 represents a sure thing or a certainty.

CRT 2.5: Place an X in front of the statements which could never occur and an 0 before those which are sure to occur.

X 1. An event with a probability of 0.
___ 2. An event with a probability of 1/2.
___ 3. An event with a probability of 3/4.
0 4. An event with a probability of 1.
0 5. An event with a probability of 11/11.
___ 6. An event with a probability of 9/10.

Activity 2.5: None

Materials 2.5: None

....

Objective 2.6: The student will demonstrate an understanding of Probability Rule #4 by correctly answering a written problem which utilizes Rule #4.

Content: *Rule 4*

Example: If a coin were tossed, it would fall "heads" up one-half the time. If it didn't fall "heads" up, it would have to fall "tails" up one-half the time.

Rule: The sum of the probabilities of all possible events involved must equal one. (1/2 + 1/2 = 1)

CRT 2.6: Place a check before the correct answer.

Judy had finished her probability problem which stated that three events could happen. The probability of event "A" occurring is 1/2 and for event "B" it is 1/4. She was to designate the probability of "C" occurring. The correct answer was:

___ 1. 1/2
✓ 2. 1/4
___ 3. 1/3
___ 4. 0/1

Activity 2.6: The student will complete the activity, Coin Toss. See the following page.

Materials 2.6: One activity sheet for "Coin Toss" per student
A two-sided coin such as a penny, nickel, etc. per student

....

Objective 2.7: The student will demonstrate an understanding of Probability Rule #5 by correctly answering a written probability problem which utilizes Rule #5.

Content: *Rule 5*

Example: *If a coin were tossed in the air, it would fall heads up 1/2 the time. This also means that it would NOT fall heads up 1/2 the time.*

Rule: *The probability of an event occurring plus the probability of that event not occurring is equal to one.*

CRT 2.7: Place a check before the correct answer.

If Mary answered one-half of the questions on the test correctly, did she:

____ 1. have more answers wrong than right?
____ 2. take a true-false test?
✓ 3. answer 1/2 of the questions wrong?

Activity 2.7: The student will review Activity 2.6 and discuss in relation to Objective 2.7 and Rule #5.

Materials 2.7: Activity sheet for Coin Toss, Activity 2.6

....

Objective 2.8: The student will demonstrate an understanding of Probability Rule #6 by correctly answering a written probability problem which utilizes Rule #6.

Activity 2.6

COIN TOSS

Materials - a two-sided coin such as a penny, nickel, or dime.

Procedure - Toss or flip the coin 100 times and record the result of each toss on the record sheet below.

Tosses	Heads	Tails

Interpretation of data: (what have you learned)

(a) What is the probability of heads appearing when a coin is tossed? ________

(b) What is the probability of tails appearing when a coin is tossed? ________

Content: *Rule 6*

Example: *If one red marble, two green marbles, and three yellow marbles were put in a sack, the probability of drawing at random a red marble is 1/6 and the probability of picking a green marble is 2/6; therefore, the probability of picking out a red OR green marble is 3/6. (1/6 + 2/6 = 3/6 or 1/2)*

Rule: *If two or more events are possible, the probability of either happening is the SUM of the two separate probabilities. (OR will mean to ADD)*

CRT 2.8: Place a check before the correct answer.

Jo Ann placed 2 green pencils, 3 orange pencils, and 5 white pencils in a box. If you were to pick out a pencil without looking, what are your chances of picking either a green or an orange pencil on the first try?

____ 1. 2 out of 5
____ 2. 3 out of 5
____ 3. 8 out of 10
✓ 4. 5 out of 10

Activity 2.8: The student will participate in the activity, Vegas. See the following page.

Materials 2.8: Activity sheet for "Vegas" per student
One of a pair of dice (die) per student

....

Objective 2.9: The student will demonstrate an understanding of Probability Rule #7 by correctly answering a written probability problem which utilizes Rule #7.

Content: *Rule 7*

Example: *With the same example as numer six, the chances of both a red and a green marble being picked out in succession is 1/6 x 2/6 = 2/36 or 1/18.*

Rule: *If a combination of events is to happen you must multiply the probabilities of each event. (If AND is in the problem, MULTIPLY.)*

CRT 2.9: Place a check before the correct answer.

The teacher placed the following names in a hat: Jim, Bill, Mary, Ann, and Elmer. If she picked two names from the hat, what is the chance that she picked both Elmer's and Mary's names?

Activity 2.8

VEGAS

Materials - one of a pair of dice (die)

Procedure - Roll the die 100 times and record the results of each roll on the chart below.

Roll	1 ⚀	2 ⚁	3 ⚂	4 ⚃	5 ⚄	6 ⚅

Interpretation of data -

(a) What is the probability of rolling a 1? ____________
(b) What is the probability of rolling a 2? ____________
(c) What is the probability of rolling a 3? ____________
(d) What is the probability of rolling a 4? ____________
(e) What is the probability of rolling a 5? ____________
(f) What is the probability of rolling a 6? ____________
(g) What is the probability of rolling a 1 or a 5? ____________
(h) What is the probability of rolling a 1, 2, 3, 4, 5, or 6? ____________

CRT 2.9 continued:

✓ 1. 1/25
___ 2. 1/5
___ 3. 2/5
___ 4. 2/25

Activity 2.9 (a): The student will complete the exercise, Marble Draw (Combination). See the following page.

Materials 2.9 (a):
Activity sheet for "Marble Draw (Combination)" per student
A sack or box per student
1 red marble per student
2 green marbles per student
3 yellow marbles per student

Activity 2.9 (b): The student will take part in the following exercise:

A deck of playing cards contains 52 cards. These cards are in four suits (spades, hearts, diamonds, and clubs). Each suit has 13 cards (2, 3, 4, 5, 6, 7, 8, 9, 10, jack, queen, king, and ace). If all 52 of these cards were laid out face down on a table what would be the odds of drawing:

(a) a spade 1/4

(b) an ace 1/13

(c) the ace of spades 1/52

Materials 2.9 (b): None

Activity 2.9 (c): The student will complete the following activity:

Mr. Brown is giving a Science test today. You forgot to study and you haven't been paying attention in class; therefore, you don't know any of the answers. There are 10 questions on the test. All are True or False. What are the chances that you would:

(a) guess the answer to the first question right? 1/2

(b) guess the answer to the second question right? 1/2

(c) guess the answer to both the first AND the second questions right? 1/4

(d) make a hundred (100) on the test? 1/1024

(e) make a zero (0) on the test? 1/1024

Materials 2.9 (c): None

Activity 2.9

MARBLE DRAW (COMBINATION)

Materials - a sack or box
1 red marble
2 green marbles
3 yellow marbles

Procedure - Place all six marbles in the sack. Shake well! Reach in and draw two marbles out of the sack (without looking). Record your results below: draw 100 times.

Draws	Red - Green	Red-Yellow	Green-Green	Green-Yellow	Yellow-Yellow

Interpretation of data -

(a) What is the probability of drawing a red and green marble? ____________

(b) What is the probability of drawing a red and a yellow marble? ____________

(c) What is the probability of drawing two green marbles? ____________

(d) What is the probability of drawing a green and a yellow marble? ____________

(e) What is the probability of drawing a two yellow marbles? ____________

Goal 3: REASONING

SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN ABSTRACT REASONING ABILITY AS DEMONSTRATED BY PRE AND POST TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

Objective 3.1: Given a list of written statements, the student will identify the correct definition of reasoning.

Content: Reasoning is the process through which we draw conclusions from premises. Premises are the statements upon which a conclusion is supposed to be based. These premises should be facts, but too often people let things other than facts enter into their decision-making process. These things can be myths, superstitions, or assumptions.

CRT 3.1: Place a check before the correct statement.

(a) Reasoning is defined as:

_____ 1. Reaching the right decision.

__✓__ 2. The process through which we draw conclusion from premises.

_____ 3. The collection of facts which enable us to make decisions.

_____ 4. Knowing the difference between fact and superstition.

(b) Reasoning is defined as:

_____ 1. The use of opinions to reach decisions.

_____ 2. The testing of conclusions to reach premises.

_____ 3. The process of predicting an outcome.

__✓__ 4. The testing of premises to reach conclusions.

_____ 5. The use of premises that contain both fact and assumption.

Activity 3.1: None

Materials 3.1: None

Objective 3.2: Given a list of written statements, some of which are facts, the student will designate correctly those statements which are fact.

Content: *Fact is something known to be true or to have really happened.*

Examples of Facts:

1. *I am in school.*
2. *I am in this room.*
3. *Today is (day of week).*

CRT 3.2: Place a check before all statements which are fact.

_____ 1. There is always a rainbow after a rain.
_____ 2. Math is harder than science.
_____ 3. All hippies are dirty.
__✓__ 4. Independence Day is July 4.
_____ 5. Each month has 31 days.
__✓__ 6. Not all airplanes operate on fuel.
__✓__ 7. Taking another person's medicine is not a good practice.
_____ 8. The cost of food is increasing.
_____ 9. All good jobs require a college education.
__✓__ 10. The earth revolves around the sun.

Activity 3.2 (a): The student will list as many facts concerning his clothing as possible; i.e. - My shirt is red.

Materials 3.2 (a): None

Activity 3.2 (b): The student will list as many non-factual statements about his neighbor's house as possible.

Materials 3.2 (b): None

Activity 3.2 (c): Discuss Activity 3.2 (a) and 3.2 (b) with class.

Materials 3.2 (c): None

....

Objective 3.3: Given a list of written statements, the student will correctly identify those statements which are myths, superstitions, or assumptions.

Content: *A myth is a legend or story which is not real, usually made up from someone's imagination.*

Examples of Myths:

1. *Greek and Roman Gods such as Jupiter, King of Gods; Cupid, God of Love; etc.*

Content continued:

A superstition is a belief or practice founded on ignorant fear or mysterious events.

Examples of Superstitions:
1. Breaking a mirror is bad luck.
2. A wish made on a falling star will come true.
3. A rabbit's foot or horseshoe is a good luck charm.

An assumption is something taken for granted or supposed.

Example of an Assumption:
1. The bell always rings at 3:20 p.m. (We don't know that it will, but we assume that it will.)

CRT 3.3 (a): Place before each statement M (for Myth or Fable), S (for Superstition), or A (for Assumption).

A 1. Fat boys eat more than skinny boys.
M 2. The Easter bunny brings eggs at Easter.
M 3. Atlas could hold the world in one hand.
S 4. Frogs cause warts.
A 5. If I have a large breakfast, I won't be hungry at noon.
M 6. Reindeer can fly.
S 7. Breaking a mirror is bad luck.
M 8. People fall in love because they get shot by Cupid's arrow.
A 9. The school bus always stops at my house at 7:30 a.m. It will stop there at 7:30 a.m. tomorrow.
A 10. Everyone in this class will be back next year.

CRT 3.3 (b): Place before each statement A (for Assumption, S (for Superstition), or M (for Myth or Fable).

A 1. Spring will bring new leaves and flowers.
S 2. If a black cat crosses your path, something bad will happen.
M 3. Thunder occurs when giants run in the heavens.
A 4. People will be living on the moon in 1990.
A 5. Schools will change considerably in the next ten years.
A 6. Boys are stronger than girls.
M 7. The tooth fairy leaves money under your pillow.
S 8. One should not walk under a ladder.
M 9. Everything that King Midas touches turns to gold.
S 10. Ghosts live in graveyards.
S 11. Friday the Thirteenth is an unlucky day.

Activity 3.3 (a): The students as a group will make a list of all the myths, fables, and superstitions that they can think of.

Materials 3.3 (a): None

Activity 3.3 (b): The students will listen as the teacher reads several myths and fables.

Materials 3.3 (b): Stories & Fables from Childcraft, or some other source of Greek and Roman myths.

Activity 3.3 (c): After hearing or reading several myths and fables, the student will write a myth or fable. Originality is encouraged and the student is reminded to explain an event or occurrence of nature.

Material 3.3 (c): None

....

Objective 3.4: Given a list of written statements, the student will identify the definition of propaganda.

Content: *Propaganda is any rumor or idea or fact which is "spread" in order to convince someone of something. Propaganda is most thought of as persuasion to get someone to do something.*

Propaganda is a method used every day and it cannot be avoided. Propaganda techniques should be known in order to recognize propaganda and resist being convinced by it.

CRT 3.4: Place a check before the correct statement.

(a) Propaganda is defined as:

_____ 1. Material collected which proves the truthfulness of statements.
__✓__ 2. Persuasion used to convince someone of something.
_____ 3. A "pack of lies" which is published.
_____ 4. A book of ideas in advertising.

(b) Propaganda is defined as:

_____ 1. Secret balloting for president.
_____ 2. Only factual information used for any purpose.
__✓__ 3. Persuasion used to convince someone of something.
_____ 4. Information that is always one-sided.

Activity 3.4: None

Materials 3.4: None

Objective 3.5: Given a list of written statements, the student will identify statements containing the "Bandwagon" technique of propaganda.

Content: *"Bandwagon" - The main idea of the bandwagon technique is "join the group."*

Example 1: "Mom, Janie's invited me to go to her house for a party. May I go?"
"No, not yet."
"But, Mom, all the other girls in my class are going. Their moms said OK and let them go."

Example 2: "Hey, Dad, take me fishing."
"Not today, son."
"Aw, Dad. All the other dads are taking their sons."

Example 3: Advertisement: "People across the country have joined in supporting this worthy cause. This is your chance to become a part of this group of millions of forward thinking people who are helping us fight this dreaded disease."

CRT 3.5 (a): Place a check before each statement containing the "Bandwagon" technique.

____ 1. Advertisement: "Why not have a clean car. Use Glo-Polish car cleaner."
____ 2. The most popular night spot in Big City - Crow's Nest - Come on out where the action is!! Entertainment nightly.
____ 3. Pretty Face facial lotion made her beautiful. Try it, now.
✓ 4. People across the country have joined in supporting this worthy cause. This is your chance to become a part of this group of millions of forward-thinking people who are helping us fight this dreaded disease.

CRT 3.5 (b): Place a check before each statement that uses the "Bandwagon" technique.

✓ 1. "Why don't you use your allowance to buy a 'beanie'? All the kids are getting them."
____ 2. "This soft, velvety new cream will make any skin feel silky and smooth to the touch."
____ 3. My coat is prettier than John's because my coat is clean.
✓ 4. "Buy a pogo stick. Everyone else already has one."

NOTE: Many examples of propaganda contain more than one type of technique. In all CRT's, those examples checked illustrate the major technique asked for even though other techniques are used in conjunction with the major technique.

Activity 3.5 (a): The student will listen and look for examples of the "Bandwagon" technique - in advertisements, in newspaper articles, on radio and T.V., etc.- and will bring the examples to class. He will record on paper those which were heard.

Materials 3.5 (a): None

Activity 3.5 (b): The student will join in a project to start a class scrapbook of "propaganda" techniques. A student should volunteer to be the scrapbook coordinator. As students bring examples of propaganda, the scrapbook coordinator will enter the examples in the scrapbook.

Materials 3.5 (b): Large scrapbook (or make one of cardboard and string)
Tape or glue
Paper inserts

....

Objective 3.6: Given a list of written statements, the student will identify statements which use the "Repetition" technique of propaganda.

Content: Repetition - The repetiion technique repeats a word, phrase, sentence, or thought in the hope that it will be remembered when reading or hearing the message being delivered is finished. The hope is that if something is heard often enough, persons will believe it is true.

Example 1: Advertisement

"DO YOU WANT A CLEAN bathroom? USE MAGIC KLEEN.
DO YOU WANT A CLEAN basement? USE MAGIC KLEEN.
DO YOU WANT A CLEAN sidewalk? USE MAGIC KLEEN.
DO YOU WANT A CLEAN kitchen? USE MAGIC KLEEN.
DO YOU WANT A CLEAN garage? USE MAGIC KLEEN."

The message here is simple and direct. It is hoped that wanting something to be clean will be associated with the idea of using MAGIC KLEEN.

Example 2: "Oh, sure, Mr. Jones is fair. Sara and I had the same answer on a test and he marked Sara's right and mine wrong. But Mr. Jones is fair. He calls on some kids whose hands are up, but not on others; so some get credit for class participation and some don't, even though all tried to participate. But, sure, Mr. Jones is fair."

CRT 3.6 (a): Place a check before each statement which uses the "Repetition" technique.

____ 1. Join your classmates. Buy your Wildcat Jacket now!
✓ 2. SUPERGAS
AMERICA'S NO. 1 GASOLINE!
Over 50,000 drivers a minute stop for SUPERGAS, America's best selling gasoline. Join other Americans who have made SUPERGAS THE GASOLINE used by more people than any other brand. Buy SUPERGAS today!

CRT 3.6 (a) Continued:

__✓__ 3. For beautiful hair, beautiful eyes, beautiful skin, and beautiful lips, use "Beautiful Brand" cosmetics.
_____ 4. Why not have a clean bathroom?? Use MAGIC KLEEN.

CRT 3.6 (b): Place a check before each statement using the technique of "Repetition."

__✓__ 1. For a sparkling glow, for a sparkling smile, for sparkling teeth - use "SPARKLE" toothpaste!
_____ 2. "You don't mean that! After all you've been through! You're not serious. You've worked too hard to quit now. You're just saying that because you're discouraged now, but you'll feel different about it after a good night's sleep. You'll change your mind, I know."
_____ 3. You'll never beat this low, low price. Buy now!
_____ 4. All the girls in my class are going to the game. "May I go too?"

Activity 3.6 (a): The student will repeat activity 3.5 (a) including the "Repetition" technique in the assignment.

Materials 3.6 (a): None

Activity 3.6 (b): The student will participate in adding a section to the class scrapbook on "Repetition" techniques. The student will bring examples to the class scrapbook coordinator.

Materials 3.6 (b): None

....

Objective 3.7: Given a list of written statements, the student will identify statements which use the "Transfer" technique of propaganda.

Content: Transfer - This technique is used when the speaker or advertisement hopes to get feelings about one thing transferred to another.

Example 1: A magazine ad for weight-lifting equipment shows a picture of a pretty woman in a bikini admiring some of the equipment.

Since women don't usually buy weight-lifting equipment, a pretty woman in a bikini has little or no connection with the product being sold. But men like pretty women, and the advertiser hopes the man will transfer his feeling of interest and attention from the woman pictured to the weight-lifting equipment in the same picture.

CRT 3.7 (a): Place a check before the statements using the "Transfer" technique.

___✓___ 1. An ad shows a picture of a CLEAR-PIC television set. A pretty woman is standing beside it, smiling and resting her hand on its top. "The best in television quality - CLEAR-PIC!" appears at the bottom of the picture.

______ 2. The management of the company simply will not give the labor union a chance.

___✓___ 3. A magazine ad for shaving cream shows a picture of a beautiful woman placing lather, lovingly, on a man's face.

______ 4. Joe Namath says, "Butter-Up Corn Popper is the one for you."

CRT 3.7 (b): Place a check before the statement(s) using the "Transfer" technique.

______ 1. A TV advertisement for a nation-wide CHEAP restaurant shows a family of four sitting in "another restaurant." They sit at a dirty table and they wait for service. The waiter is indifferent about taking their orders. They wait for food, and orders are not brought at the same time. The kids are fidgeting throughout the whole thing. The prices are high. The scene shifts to a CHEAP restaurant. The family walks in and sits at a clean table. The waiter comes immediately to take their order. He is courteous, smiling, and helpful. He brings the food almost immediately, and all the family are served at the same time. The kids are happy. The prices are reasonable.

___✓___ 2. "The excitement of Paris! The elegance of the Taj Mahal! The mystery of the Orient! You'll know how devastating you can really be only if you're daring enough to try EXOTIC SCENT!"

______ 3. Mr. Green is honest, faithful, hard-working, and experienced. VOTE FOR MR. GREEN.

______ 4. Millions of people recognize the Bear Motor Company's Cub as the best car on the market.

Activity 3.7 (a): The student will repeat activity 3.5 (a) including the "Transfer" technique in the assignment.

Materials 3.7 (a): None

Activity 3.7 (b): The student will work cooperatively to include a section in the class scrapbook on "Transfer" technique examples.

Materials 3.7 (b): None

Objective 3.8: Given a list of written statements, the student will identify statements which use the "Testimonial" technique of propaganda.

Content: *Testimonial - The testimonial technique is used when a famous person or a person in a position of prestige speaks in favor of an idea or product. If only two choices are available - for example, if you must be either in favor of something or against it - then the testimonial technique is also used when such a person speaks against the opposing idea.*

Example 1: Bonnie Beautiful, the internationally known movie actress, is pictured with her hands on the arm of a handsome man. Across the picture are the words, "NO woman can resist a man who wears EXOTIC SCENT, says Bonnie Beautiful."

Example 2: "REMEMBER JOE NAMATH AND PANTY HOSE"

CRT 3.8 (a): Place a check before each statement which uses the "Testimonial" technique.

____ 1. Dr. Ed Rodriguez, Professor of Astronomy at Famous University says SEE-FAR telescopes are marvelous.
____ 2. The girls all love boys who wear "Manly-Scent After Shave."
__✓__ 3. O. J. Simpson says, "Drive Hertz Rent-A-Car."
____ 4. Doctors recommend Cough X to nine out of 10 patients who have colds.

CRT 3.8 (b): Place a check before each statement which uses the "Testimonial" technique.

__✓__ 1. Arnaldo Astronaut, Spain's famous astronaut, says, "I think SPRAY-ON is the best rug shampoo I've ever used. I think everyone should try it."
____ 2. "Mother," Mary pleaded, "I will be the only student in my class without a school sweater. Please, may I have one?"
____ 3. The newest craze among the teenage set is our sweetheart shirt. No teenager should dare be without one.
____ 4. "New Misty Maid" has a fresh clinging fragrance that will bring glamour into your life.

Activity 3.8 (a): The student will repeat activity 3.5(a) including the "Testimonial" technique in the assignment.

Materials 3.8 (a): None

Activity 3.8 (b): The student will join in including a section in the class scrapbook on "Testimonial" technique examples.

Materials 3.8 (b): None

Objective 3.9: Given a list of written statements, the student will identify statements which use the "Exigency" technique of propaganda.

Content: *Exigency or Urgent (Hurry, Hurry, Hurry) - The exigency technique is being used whenever the speaker tries to insist that there is a good reason for action to be taken within a short period of time.*

Example 1: "You'll never beat this low, low price. This bargain will never be made again. Call right now at 784-4199."

Example 2: "Hurry, last offer today! We sold 10,000 'bleeps' yesterday and 20,000 the day before. Only 5,000 'bleeps' left, so you'd better take advantage of this offer today."

CRT 3.9 (a): Place a check before each statement which uses the "Exigency" technique.

__✓__ 1. Buy your Gremlin now while the rebate offer is still good.
_____ 2. Double value! Get two prints of each negative developed at Quick-Foto.
_____ 3. Be a better person! Buy your Mother's Day gifts at Sparkle Jewelers.

CRT 3.9 (b): Place a check mark before each statement which uses the "Exigency" technique.

__✓__ 1. Our weekend special is a KELTAG washer and dryer combination for the amazing low price of only $500.00! You'll never again see an offer like this one, so come in to any of our conveniently located stores either tomorrow or Sunday and take advantage of this week's fantastic weekend special.
_____ 2. "Come one, come all, Greatest Show on Earth. Don't miss Jack the Lion Tamer."
_____ 3. The housing can only be described as lousy, just lousy.
_____ 4. It was so hot, I thought we would all burn before we could get out.

Activity 3.9 (a): The student will repeat activity 3.5 (a) including the "Exigency" technique in the assignment.

Materials 3.9 (a): None

Activity 3.9 (b): The student will work as part of the group to include a section in the class scrapbook on "Exigency" technique examples.

Materials 3.9 (b): None

Objective 3.10: Given a list of written statements, the student will identify statements which use the "Free and Bargain" technique of propaganda.

Content: Free and Bargain - The Free technique gives the impression that something can be gotten for nothing.

Bargain assumes a price will be paid, but that the value received is worth more than was paid. Very often "free" and "bargain" are used with "exigency."

Example 1: "These are only a few of the hundreds of items shown in our new catalog. Send for your free copy of our new catalog today."

Is there any hidden cost (postage, shipping, etc.?

Example 2: "Free! Free! Free! Free!
An electric toenail clipper is yours free if your order is $50.00 or more. Use the handy order blank enclosed."

"Bargain" is used here. Have they hidden the cost of the clipper in the cost of the order?

CRT 3.10 (a): Place a check before each statement which uses the "Free and Bargain" technique.

____ 1. Don't miss the opportunity of a lifetime. Order yours now.
✓ 2. These are only a few of the hundred of items shown in our new catalog. Send for your free copy of our new catalog today.
____ 3. For a sparkling glow, for a sparkling smile, for sparkling teeth -- use SPARKLE toothpaste.
____ 4. The U. S. Marines need real men. Are you man enough to be a Marine? If you think you are, see your local recruiter.

CRT 3.10 (b): Place a check before each statement which uses the "Free and Bargain" technique.

____ 1. "I'm Judy Jockey. It was a great thrill to win the Kentucky Derby last year. And it's also a great thrill to discover EASY SADDLE, the saddle padded with foam rubber to make riding more comfortable. Buy an EASY SADDLE."
____ 2. "Rebecca, if you don't want a spanking, you get yourself inside the house right this minute!! AND I MEAN NOW!!"
✓ 3. "Call us now and ask for a copy of our free brochure explaining these things in detail."
____ 4. "Make $50, $100, $200 a week in your spare time' For $5 we'll send you the booklet, HOW TO MAKE MONEY IN YOUR SPARE TIME. Send for this booklet today!"

Activity 3.10 (a): The student will repeat activity 3.5(a) including the "Free & Bargain" technique in the assignment.

Materials 3.10 (a): None

Activity 3.10 (b): The student will participate in adding a section to the class scrapbook on "Free and Bargain" technique.

Materials 3.10 (b): None

....

Objective 3.11: Given a list of written statements, the student will identify statements which use the "Color Wording" technique of propaganda.

Content: Color Wording - This technique uses words or phrases that glitter, or sparkle, or otherwise seem to draw your attention. When a speaker uses words or phrases which are attractive, but no specific details are mentioned, "Color Wording" is being used.

Example 1: "Here's the breakfast cereal the world has waited for! It tastes better, looks better, and smells better. It's more nourishing and less expensive. Buy MIRACLE BREAKFAST today."

Does the ad really tell you anything for sure (fact) about the cereal?

Example 2: "Four out of five dentists surveyed recommend Trident sugarless chewing gum for those who chew gum."

How many dentists were actually surveyed?

CRT 3.11 (a): Place a check before each statement which uses the "Color Wording" technique.

✓ 1. "New Misty Maid" has a fresh clinging fragrance that will bring glamour into your life.

____ 2. Make your home the showplace of your neighborhood. Call us today for a free estimate on remodeling your home.

____ 3. A leading laboratory reports that there was significant difference between the health of dogs which ate only "Dogburger" dog food and dogs which ate only other leading brands of dog food, with the Dogburger-fed dogs being the healthier.

____ 4. Super brushes last a long time. Buy one today.

CRT 3.11 (b): Place a check before each statement which uses the "Color Wording" technique.

____ 1. Mr. Green is honest, faithful, hard-working, and experienced. "Vote for him!"
✓ 2. This soft, velvety new cream will make any skin feel silky and smooth to the touch.
____ 3. Lion Brand is used by countless numbers of our leaders! How could you do better than follow their example?
____ 4. My name is Lonnie Yarwell. I'm a truck driver. I think I should have a cast iron stomach after eating in so many roadside diners, but my stomach doesn't agree and it tries to give me a rough time once in a while just to prove it. I just laugh and say, "Take that, stomach!" And I drink a glass of URPO-SELTZER. It works for my stomach, and if it works for mine, it will work for yours.

Activity 3.11 (a): The student will repeat activity 3.5 (a) including "Color Wording" technique in the assignment.

Materials 3.11 (a): None

Activity 3.11 (b): The student will join with the other students in the class to include a section in the class scrapbook on "Color Wording" technique.

Materials 3.11 (b): None

Activity 3.11 (c) The student will construct advertisements for the newspaper or radio using propaganda techniques.

Materials 3.11 (c): White poster board
Magic markers of assorted colors
Cassette tape recorder
Blank cassette tapes

Activity 3.11 (d): The student will tell which of the propaganda techniques are used in each of the following examples of propaganda. Remember, often more than one technique will be used in one example.

1. T.V. Advertisement: "This offer expires at midnight tomorrow! Don't miss the opportunity of a lifetime! Order NOW."
2. Advertisement: "Make your home the showplace of your neighborhood! Call us today for a free estimate on remodeling your home!"
3. "For a sparkling glow, for a sparkling smile, for sparkling teeth, use SPARKLE toothpaste."
4. John Wayne says, "Every boy should have a horse." Texas Horseman's Association.

Activity 3.11 (d) continued:

5. Join the group of neighbors who've called us. Join the group of friends who've called us. Join the group of fellow citizens who've called. Join the group. Call us!!!

6. "What do you think about KILL-ALL insect spray, Muski?" Muski-Toe, the famous soccer player says, "It is the best on the market. I think everyone should use it."

7. "This candidate has the background needed to be a good mayor. He has workable, common-sense ideas about better housing and lower taxes."

8. "Super Brushes last a lifetime. Get one today."

9. "For a happier home, use BUY ALL.
For a healthier home, use BUY ALL.
For a prettier home, use BUY ALL."

10. Don't be the only one in your class not to wear a Wildcat pin. Buy a Wildcat pin from your sponsor today!

Materials 3.11 (d): None

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Objective 3.12: Given a list of written statements, the student will identify the definition of Fallacy of Reasoning.

Content: *Too many times reasoning seems to be valid, but it is merely being influenced toward a conclusion based on things other than facts. These mistakes in reasoning are called Fallacies.*

CRT 3.12 (a): Place a check before the correct statement.

A fallacy of reasoning is defined as:

_____ 1. the facts upon which a conclusion is reached
__✓__ 2. a mistake in reasoning
_____ 3. a story of people who lived long ago
_____ 4. a sequence of thoughts which are used to "reason" out an answer to a problem

CRT 3.12 (b): Place a check before the correct statement.

A fallacy of reasoning is defined as:

__✓__ 1. a mistake in reasoning
_____ 2. a valid process of reasoning
_____ 3. sequential analysis of the due processes of thought.
_____ 4. a verbal contract between two or more reasonable people

Activity 3.12: None

Materials 3.12: None

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Objective 3.13: Given a list of written statements, the student will identify statements using the "All or None" fallacy of reasoning.

Content: All or None Fallacy - A point taken where something is all one thing, either one way or the other. There is no inbetween, no middle ground.

Example 1: "You are either on my side or not."

Actually one might be neutral and not on anybody's side.

Example 2: You're either smart or dumb!"

CRT 3.13 (a): Place a check before the statements using the "All or None" fallacy.

An example of an "All or None" fallacy is:

__✓__ 1. All 50,000 farmers rode tractors last year.
_____ 2. All students are either boys or girls.
__✓__ 3. All students are either smart or dumb.
_____ 4. You may borrow my blue ladle or my green spoon. I am using the other utensils.

CRT 3.13 (b): Place a check before the statements using the "All or None" fallacy.

__✓__ 1. All trees are either oak or maple.
_____ 2. The ice cream man tells you that he has just two flavors. If you want ice cream, you will have to eat one of the two flavors that he has.
__✓__ 3. Prices either go up or stay the same.
_____ 4. All dogs are known to bark.

Activity 3.13: The student will respond to the activity on the following page.

Materials 3.13: Less 44 from Clouds (Steck-Vaughn Company)

Activity 3:13

LESSON FORTY-FOUR: Recognizing Either-Or Fallacies

An "either-or" fallacy is one of the reasoning errors that people make. For example, you see a person break a window. You might decide that he is a criminal. If you find out later that someone forced him to do it, you might decide that he is innocent. However, he might not be entirely innocent or guilty.

I. Place a check before the statements below that contain "either-or" fallacies. (All "either-or" fallacies are not in statements that contain the words *either* and *or*.)

..✓...... A. Everyone lives in a large city or in a suburb.

.... B. The band director told Mary to choose either the cornet or the trumpet.

..✓...... C. All children may be classified as good or bad.

.... D. The teacher told us that the class can choose to go either to the museum or to the park.

..✓...... E. You can either go to college or remain ignorant.

..✓...... F. You will be either a white-collar worker or a blue-collar worker when you grow up.

II. An "either-or" choice may result in a dilemma (a position requiring a choice between two undesirable situations). Pretend that you are in the following situation. You must decide whether to work on a science project or an art project. If you choose the science project, you must work with Dave. If you choose the art project, you must work with Tim. You really cannot get along well with either Dave or Tim. Is there an acceptable conclusion for this situation, or is it a dilemma? On the lines below, explain your conclusion.

Explanations will vary. Discuss other such dilemmas with students.

Objective 3.14: Given a list of written statements, the student will identify statements using the "Jumping to Conclusions" fallacy of reasoning.

Content: *Jumping to Conclusions - This fallacy shows how a conclusion is reached before enough information has been examined.*

Example 1: Peter is eating Morton's Frozen Peas when he breaks a tooth on a small rock hidden among them. He tells all who will listen never to buy another Morton's product.

Example 2: "Mary is just terrible and I will not have anything to do with her. She hit Joan this morning when Joan reminded her of her promise not to copy off her test paper."

CRT 3.14 (a): Place a check before each statement using the "Jumping to Conclusion" fallacy.

✓ 1. Jerry has a black eye. He must have been in a fight.
____ 2. "You are either on my side or not."
____ 3. The sun is shining, therefore, we know that it is daytime.
✓ 4. Mrs. Pat decided to do her cleaning since it rained.

CRT 3.14 (b): Place a check before the statements using the "Jumping to Conclusion" fallacy.

✓ 1. The girls are in physical education class so the boys must be in shop class.
____ 2. Once upon a time dinosaurs lived on earth.
✓ 3. The grass is wet so it must have rained.
____ 4. The bus arrived just as we walked outside.

Activity 3.14: The student will observe other people and record either in writing or orally the situations which cause people to "Jump to Conclusions." The student will probably want to share these with other students. A scrapbook could be compiled.

Materials 3.14: Notebooks for recording situations
Cassette recorder for recording situations
Scrapbook (if needed)

……………………………

Objective 3.15: Given a list of written statements, the student will identify statements using the "Cause and Effect Relationship" fallacy of reasoning.

Content: Cause and Effect Relationships - A fallacy stating that an event or action produced a separate event or action. Something will cause something else.

Example 1: Joe didn't mow his grass; now my dog has fleas.

Example 2: John eats all the time, therefore, he has big muscles.

CRT 3.15 (a): Place a check before each statement using the fallacy of "Cause and Effect Relationships."

_____ 1. John takes a bath everyday, but his mother doesn't know that he does.
__✓__ 2. Joe played ball today, therefore, his team won the game.
_____ 3. Nine out of ten people make mistakes.
_____ 4. Most of the people in the city must have been Republicans.

CRT 3.15 (b): Place a check before each statement using the fallacy of "Cause and Effect Relationships."

_____ 1. All people say one thing and do another.
__✓__ 2. The car will not start so it must be out of gas.
_____ 3. The children are not in school. It must be summer vacation.
_____ 4. The students who attended the movie after they read the book understood the story better.

Activity 3.15: Everyone has had an experience where a statement was made that didn't "make sense." The student will record a "Cause and Effect" fallacy that he has heard at home or school. Many students will think of several. This activity could be added to a scrapbook.

Materials 3.15: None

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Objective 3.16: Given a list of written statements, the student will identify statements using the "Unquestioned Authority" fallacy of reasoning.

Content: Unquestioned Authority - Too often people are easily influenced by specialists and experts. By quoting or misquoting an "expert", reasoning can be altered.

Example 1: Coach Brown said we will win the ballgame, so we will win the game.

Example 2: Thousands of doctors smoke WHAM cigarettes.

CRT 3.16 (a): Place a check before each statement using the fallacy of "Unquestioned Authority."

____ 1. Joe didn't mow his grass, now his cat is gone.
____ 2. Tom Landry, coach for the Dallas Cowboys, is bald-headed; therefore, all good coaches are bald-headed.
__✓__ 3. All truck drivers eat here, so it must have good food.
____ 4. Flowers are prettier when purchased from a florist.

CRT 3.16 (b): Place a check before each statement using the fallacy of "Unquestioned Authority."

__✓__ 1. Dr. Spock doesn't advise television as a good activity for children.
____ 2. The students in our school love that new soft drink, THURST-O.
__✓__ 3. President Carter feels solar energy is a good idea.
____ 4. Women drivers outnumber men drivers on the city streets.

Activity 3.16: The student will refer to activity 3.14 and 3.15 and once again collect fallacies that are "seen" or "heard." He will include in the search the "Unquestioned Authority" fallacy.

Materials 3.16: None

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Objective 3.17: Given a list of written statements, the student will identify statements using the "False Premises" fallacy of reasoning.

Content: *False Premises - This condition exists any time a premise is not a fact. Often more than one premise is used upon which to base a conclusion. All premises must be fact or your conclusion is based upon false premises.*

Example 1: *Frisky has 6 legs. All dogs are insects. Frisky is an insect.*

Example 2: *Johnny makes all "A's." Only boys make "A's." Therefore, Johnny is a boy.*

CRT 3.17 (a): Place a check before each statement using the fallacy of "False Premises."

____ 1. Joe didn't go to the movie. Now the theater is out-of-business.
____ 2. Thousands of doctors smoke "WHAM" cigars.
__✓__ 3. Susie has long hair. All cats have long hair, therefore, Susie is a cat.
____ 4. Spring means the end of dark, dreary days.

CRT 3.17 (b): Place a check before each statement using the fallacy of "False Premises."

_____ 1. A score of 100 is perfect. John's grade in math was 100. Therefore, John did not miss any problems.
_____ 2. A score of 100 is perfect. John's grade in math was 100. Therefore, John knows all there is to know about math.
_____ 3. New types of housing will replace slums in the next ten years.
__✓__ 4. Susie plays softball. All girls are good softball players. Susie is a good softball player.

Activity 3.17: The student will write the fallacies that contain "False Premises" which he hears at home or school, such as: "If you don't study, you will fail!!" These may be added to a scrapbook.

Materials 3.17: None

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Objective 3.18: Given a list of written statements, the student will identify statements using the "Phony Statistics" fallacy of reasoning.

Content: Phony Statistics (Misuse of Numbers) - Numbers are often used in books or speeches to make people feel that the information is accurate.

Example 1: Two out of three people use Crest toothpaste.

CRT 3.18 (a): Place a check before each statement using the fallacy of "Phony Statistics."

__✓__ 1. Nine out of ten people failed the test, therefore, the test was too hard.
_____ 2. Most ants can carry at least ten times their own body weight.
_____ 3. Mike eats too much. Now he is fat.
_____ 4. The shipment of 1000 books for the library arrived on time.

CRT 3.18 (b): Place a check before each statement using the fallacy of "Phony Statistics."

_____ 1. By 1990, people will be traveling to the moon as they now travel to Europe.
__✓__ 2. Four out of five people prefer Pepsi.
_____ 3. Tonight will be cool and rainy with temperatures in the high 40's.
_____ 4. In laboratory tests, Crest Toothpaste proved effective in at least eight of the ten tests performed.

Activity 3.18: Using the newspaper, the student will select articles which contain the fallacy of "Phony Statistics" and prepare a report to the class on that article. Many times the student will try to research the article for the correct numbers that should have been used.

Materials 3.18: Newspapers
Magazines
Research books (encyclopedia, etc.)

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Objective 3.19: Given a list of written statements, the student will identify the definition of arguing.

Content: Many times people will have different opinions on a subject being discussed. This is a disagreement and each person tries to convince the other of an error. This is called arguing. It takes two people to have an argument. An argument is not a verbal "fight" which is the case when people lose their tempers or raise their voices during an argument.

It is stupid to argue if the thing argued about can be found in public records. For example, is there a need to argue about the number of states within the U. S.? Of course not.

It is often the case that an answer to an argument cannot be found in records. If you feel an answer or solution is correct or an opponent's answer is wrong, then persuasion may be used in order to change your opponent's answer.

Very often, people will use different techniques to "sway" someone's position. Some may be propaganda techniques such as "bandwagon," repetition, transfer, or testimonial. Often fallacies of reasoning may be used. Experts may be quoted, numbers may be used, or false premises may be given.

CRT 3.19: Place a check before each statement defining arguing.

_____ 1. A person is torn between two sides of an issue.
_____ 2. A verbal fight where people lose their tempers.
__✓__ 3. Two or more people disagree on a subject and each is trying to convince the other that he is wrong.
_____ 4. A problem which is caused from knowing too much about a subject.

Activity 3.19: None

Materials 3.19: None

Objective 3.20: Given a list of written statements, the student will identify statements using the arguing technique of "Guilt by Association."

Content: *Guilt by Association - This is emphasized by human nature when people believe that a man is judged by the company he keeps. In other words, people "judge a book by its cover."*

Example 1: A young man wears sandals or shoes with no socks, beads, a t-shirt or no shirt and has long hair with a beard. Therefore, he must be a HIPPY.

CRT 3.20 (a): Place a check before each statement using the arguing technique of "Guilt by Association."

_____ 1. My dad would not listen to Sid Wanser's speech. Several years ago Mr. Wanser was in jail.
_____ 2. We saw Maria talking to Bill.
_____ 3. The school yard certainly could stand a good cleaning.
__✓__ 4. Several city workers were seen at the racetrack. Can we trust those people with our money?

CRT 3.20 (b): Place a check before each statement using the arguing technique of "Guilt by Association."

_____ 1. Bobby plays "cops and robbers" with his friend Teddy.
__✓__ 2. A candidate for the position is Bill Blank. His brother is Joe Blank, who is suspected of defrauding people in a land deal last year.
_____ 3. I wonder why Helen does not go to church.
_____ 4. Don't use that restroom. It is a public restroom.

Activity 3.20 (a): The student will respond to the activity on the attached sheet.

Materials 3.20 (a): Lesson 61 from Snowflakes. (Steck-Vaughn Company)

Activity 3.20 (b): The student will respond to the activity on the attached sheet.

Materials 3.20 (b): Lesson 74 from Clouds (Steck-Vaughn Company)

....

Objective 3.21: Given a list of written statements, the student will identify statements using the arguing technique of "Circular Reasoning."

Content: Circular Reasoning - People sometimes assume that a statement that needs to be proven is already true. This is often done by restating the statement in different words.

Example 1: A rose is a rose is a rose.

Example 2: You should avoid all forms of contact with her, because you shouldn't have anything to do with her.

Example 3: Grass is green because it is green.

CRT 3.21 (a): Place a check before each statement using the arguing technique of "Circular Reasoning."

✓ 1. There must not be any good reason to study a foreign language, because I've never yet heard of a good reason for it.

_____ 2. Less: "Why are you so stupid?"
Mac: "Well, nobody's perfect!"

_____ 3. Not everyone who is smart is studious because some people are smart and are not studious at all.

_____ 4. Free exchange of ideas among countries must be fostered if maximum scientific progress is to occur. Therefore, we will have the utmost in scientific advancement only if we promote the development of unrestrained trading of thoughts among countries.

CRT 3.21 (b): Place a check before each statement using the arguing technique of "Circular Reasoning."

_____ 1. Marcus has bought many things advertised on TV and has never yet been satisfied with one of these products. He thinks that all TV advertisements lie about the products.

✓ 2. Mink coats are expensive, but that's because they cost so much.

_____ 3. I know that all full-grown Great Danes are big because I've never yet seen one that wasn't.

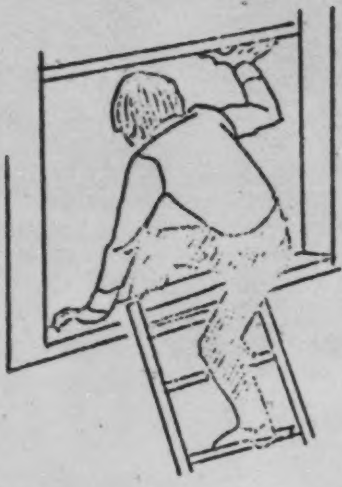
✓ 4. That there is such a large number of high school graduates follows from the fact that so many people have graduated from high school.

Activity 3.21: The student will write on paper five statements chosen at random from any book that he has; re-write that sentence or statement in different words; put both statements together to form a statement which contains "Circular Reasoning"; and place these statements in the Propaganda scrapbook.

Materials 3.21: Scrapbook

Activity 3.20 (a)

LESSON SIXTY-ONE: Recognizing Guilt by Association



I. A. Would you say that this man might be doing something wrong?

Most students will write yes.

B. Now, write some reasons why you might have jumped to a conclusion about the man's guilt.

Reasons will vary but should indicate that the man might be aiding someone or entering his own home.

				R								
B	L	A	M	E		S	U	G	G	E	S	T
				M					U			
	A	S	S	O	C	I	A	T	I	O	N	
		H		R			C		L			
		A		S			C		T			
		M		E			U		Y			
		E					S					
			S	U	S	P	E	C	T			

II. In the squares are some words that are often used when someone is wrongly judged. If you do not know the meanings of these words, look them up in the dictionary. When you feel reasonably certain of the meanings, write each word in the correct place in the sentences.

A. Sometimes we suspect that people have done something wrong just because of their friends or where they are from. This is called guilt by association.

B. We might accuse or suspect someone of doing something wrong but later find out that the person was innocent.

C. If we made such a mistake, we would feel remorse and be full of shame.

D. We should be sure before we accuse someone of wrongdoing.

Discuss student responses.

Activity 3.20 (b)

LESSON SEVENTY-FOUR: Recognizing Guilt by Association

POLL WATCHERS
TO INSURE FAIR
ELECTION

ELECTION
SNOOPERS
OUT TODAY

I. Newspaper headlines frequently suggest guilt by association. This kind of situation can occur because headlines must be brief. However, some headlines deliberately "slant" the facts or imply something that may not be true.

A. Both of the headlines on this page introduce stories of the same event. Does the difference in wording change the feeling you get from the two headlines? Explain.

Explanations should indicate that the difference in wording affects the feeling the reader gets from the headlines.

B. Explain how the writer of each headline felt about poll watchers.

1. The writer of the top headline favored them.
2. The writer of the bottom headline did not favor them.

C. Do you think the writers of the two headlines belonged to and supported the same political party? Explain.

Explanations should indicate that they did not.

II. Complete each sentence below in a way that would indicate that the person was guilty by association. Completed sentences will vary.

A. After James joined the neighborhood teen club,

B. Mr. Smith seems to have money for everything since

C. It is amazing that Jerry Jones has not gone to jail,

Objective 3.22: Given a list of written statements, the student will identify statements using the arguing technique of "Circumstantial Evidence."

Content: *Circumstantial Evidence - Circumstantial evidence for an event is evidence which tends to support the idea that the event actually happened, but is not necessarily fact.*

Example 1: You were not at home and someone who looks like you robbed the bank. Therefore, you robbed the bank.

CRT 3.22: Place a check before each statement using the arguing technique of "Circumstantial Evidence."

_____ 1. "Get in the swing of things! Join in the fun! Be someone your friends look forward to seeing. Use NO-SMELL underarm deodorant!"

__✓__ 2. All of your class made low scores on the test, that is, all except you. You must have cheated.

_____ 3. My green-haired neighbor works 12 hours a day, so it isn't true that all green-haired people are lazy.

_____ 4. To try to talk sense to a man is stupid if he's angry. That's because when a man is not angry, then it isn't stupid to try to talk sense to him.

Activity 3.22: The student will answer the following six problems and discuss each problem.

a. Mr. Allander, known to be a truthful man and to have great respect for the law, was an eyewitness to a street robbery.

Testifying on the witness stand, he said, "Yes, I know who did it. It was Christopher Yoram. I've known Chris ever since he was born. I was out walking my dog on Main Street and I saw Chris and the man who was robbed standing next to the window of that little candy store near the corner of Elm; you know, that little store that has the red and white striped aluminum awning in front so that the sun doesn't get on the candies. Well, anyhow, it was a clear night, and there's a street light right there on the corner, so it was pretty easy to see what was going on. Chris was wearing that new plaid shirt his sister bought him for his birthday the week before."

Would you tend to believe Mr. Allander's testimony, or not? Explain.

Activity 3.22 continued:

b. Ms. Elmer slipped off her eyeglasses as she took the witness stand. "I was sitting at my desk by the window writing a letter," she testified, "when suddenly a man came running out of the front door of the Zaroch house next door. He was carrying a gun, and he paused for just a second or two and looked right and left. Then he ran and jumped into a car parked at the curb and took off."

"How far were you from the front door of the Zaroch house?" asked the prosecuting attorney.

Ms. Elmer replied, "Oh, the houses are right next to each other. I'd say my window is about 10 meters from their front door."

"Would you look around," the prosecuting attorney asked, "and see if you see that man in this courtroom?"

"Certainly," she said as she slipped her glasses on. "I never use them when I'm sitting here just talking to you." Pointing at the defendent, she said, "Yes, that's the man. He's the one I saw running from the Zaroch house."

Would you tend to believe Ms. Elmer's testimony? Explain.

c. Mr. Baring, who lived alone, was found slumped in a chair at the desk in his apartment. A bullet which entered his right temple had caused his death. His right arm hung limply at his side, and a gun bearing only his fingerprints was on the floor exactly where it would have been had it been dropped from his hand. Mr. Baring was right-handed and there were no signs of a struggle. Mr. Baring had moved into the apartment about three months ago and was known by his neighbors as an honest, warm-hearted man.

One of his neighbors said, "He was moody lately, though. Said he'd been married and that his wife had kept putting him down for his lack of education. Said he'd never gone beyond the third grade and that his wife had finally run off with a teacher. He said he'd sold their house and moved in here so that he wouldn't be reminded so much of her. Then about a week ago he said he still thought about her all the time and that moving here hadn't been the answer. He said he'd have to look for another answer."

A typewritten note was on the desk.

> "I'm typing this note in order to save the reader of it the trouble of trying to decipher my handwriting, which has always been terrible.
>
> Life has become meaningless to me since my wife left me. I have tried to forget her, but I cannot. I can see no point in continuing such an existence, so I have decided to end my life.

Activity 3.22 continued:

> There is some money in my wall safe. Please give some of it to the apartment manager to reimburse him for the expense of cleaning up the mess I am about to make."

The signature on the note was definitely Mr. Baring's. The bullet was recovered during the autopsy and was determined both to have followed a path consistent with the theory of suicide and to have been fired from the gun on the floor. Mr. Baring's registration for the gun was on the floor. When the wall safe was opened, it was found to contain $400.

Based on the information you have, which do you think more likely -- murder or suicide? Explain.

d. Ms. Chopmore sat at her desk looking at the department final exam to be given to all students taking one of the department's courses. No one else was in the room this period and she left the exam on top of the other papers on her desk while she went next door to check with Ms. Sartell about the wording of one of the questions. She was next door no more than a minute. As she came out of the room next door, she saw Keith, one of her students, coming out of her room.

"Oh, hi, Ms. Chopmore! I was just looking for you," Keith said. "I wanted to ask you about something you said in class yesterday." Keith asked his question and Ms. Chopmore answered it. It was a good question, she thought. I wish more students would ask questions like that.

Returning to her desk, she found that the final exam was missing. She looked thoroughly for it but it was nowhere in the room. Glancing at the windows, she saw they were closed and locked, just as she'd left them. She went to the classroom across the hall and told the teacher what had happened.

The teacher, who was fond of Ms. Chopmore and very reliable, said, "My class is taking a test this period and I was just sitting here kind of staring into space when I saw you leave the room a few minutes ago. I kept my eyes fixed on your door. I guess I was waiting for you to come back. A couple of students went by in the hall, but only one student went into your room. I don't know him, but that's the student you talked to for a moment before you went back in. He was in the room for only about 20 seconds."

If you were Ms. Chopmore, would you think that Keith stole the final exam? Explain.

Activity 3.22 continued:

e. There was no doubt that Frank was driving his car when it struck and killed 4-year-old Betsy this morning. But the prosecutor was trying to determine whether Frank should be charged with manslaughter or whether this was just another unavoidable accident and Frank should be released. Frank's car had a muffler which did little, if anything, to lessen the noise of the engine; the car had orange and white flames painted along the sides; it had a raised rear end and extra wide rear tires. Frank told the prosecutor that he had been going no more than the legal speed limit, 40 km. an hour.

Ms. Handur, who lived next door to Betsy and had been very fond of her, exploded when she heard this. "He's lying!" she told the prosecutor. "For years we've called the police department and complained about it, but the hot-rodders have always been gone by the time the police got here. We've asked for more stop signs and we've been turned down. I've always said that it would take a tragedy to wake up the officials in our city. Now I'm no judge of speed, but this boy, this Frank, I heard him come barreling down the street from a long way off, and I thought to myself, 'Here comes one that's really going fast! Too bad the police aren't here now!' He must've been going 70 if he was moving at all!"

How much weight would you put on Ms. Handur's opinion that Frank was speeding, and why?

f. Ms. Howerd called the police and reported that she had found her Aunt Heather dead. When the detectives arrived, they found Aunt Heather dead in her bed with a tray containing two ordinary cookies and a cupful of lukewarm ordinary tea on the nightstand beside her bed. Her hand looked as though it was trying to clutch her heart, and her face still grimaced in pain.

"What happened?" asked a detective.

"I don't know," sobbed Ms. Howerd. "I suppose it was another heart attack. She'd just been released from the hospital three months ago after a nearly fatal attack. It scared her and she said that starting right then she was going to do exactly what the doctor ordered. She said he told her what she could eat and drink and what she couldn't, and that he wanted her to start eating five small meals a day and have a bedtime snack instead of eating just three meals a day and that she was to go walking regularly but was not to tire herself. He gave her a whole list of do's and don'ts. I thought she was doing so well! She seemed to be stronger each day. Just this morning she said that she was feeling so much better that she thought she'd go right on following the doctor's orders--said she'd finally got hold of a doctor who knew what he was doing, and she wanted to go right on feeling just as good."

Activity 3.22 continued:

f. "How did you happen to go into her room?" the detective asked.

"I heard her cry out," said Ms. Howerd, still sobbing. "I was in the kitchen fixing some tuna salad for tomorrow and Aunt Heather came in and fixed her bedtime snack. She took it with her and then I heard her cry out two or three minutes later."

"I don't believe you, Ms. Howerd," the detective said, "and I'm going to book you on suspicion of murder."

Why should the detective be suspicious of Ms. Howerd's story?

Materials 3.22: None

....

Objective 3.23: Given a list of written statements, the student will identify statements using the arguing technique of "Exaggeration."

Content: Exaggeration - Exaggeration is used to make something sound better than it really is.

Example 1: My car is really something. It runs like a million dollars.

CRT 3.23: Place a check before each statement using the "Exaggeration" technique of arguing.

____ 1. Beautiful women get a lot of attention and so do enchanting women, so beautiful women are enchanting.
__✓__ 2. No one could deny that Rosie is the most talented person in the world.
____ 3. All of Mr. Brown's barns are painted red.
____ 4. Oh, boy!! That is the biggest watermelon I've ever seen!!

Activity 3.23: This one's fun!! The student will exercise his power of exaggeration. He will describe his favorite:

a. car
b. person
c. dessert

Materials 3.23: None

Objective 3.24: Given a list of written statements, the student will identify statements using the arguing technique of "Poisoning the Well."

Content: *Poisoning the Well (Attacking the Man) - There is no harder argument to fight or no argument easier to construct, than one where a person's character is attacked.*

CRT 3.24: Place a check before each statement using the arguing technique of "Poisoning the Well."

✓ 1. Socialists want to have all industries run by the government, and so does Senator Broading, so he must be a socialist.

____ 2. Accounting is a good profession. It's interesting work, it pays well, it's respected, you meet interesting people, you're given responsibility, and there are usually good opportunities for advancement.

✓ 3. The U. S. Marines need real men! Is Joe Jones a Marine? The U. S. Marines need strong men. Is Joe Jones a Marine? Is Joe Jones the man for the job? Not if you want a "MAN" for the job.

____ 4. Mr. Jack may, indeed, know the solution to our problem.

Activity 3.24: The student should already understand the concept of gossip. Use this to encourage this activity. The student will be placed in a group of 4 (or more, if necessary). Each group is to pick an imaginary candidate for the next Mayor's race. Each group will write a newspaper release for campaign purposes stating why the voter should vote for their candidate. In this release the group should include one or more statements which will use the "Poisoning the Well" technique against each of the other candidates.

Materials 3.24: None

ADDITIONAL ACTIVITIES FOR REASONING

The following activities may be used for additional instruction and apply to several objectives of reasoning. They may also be used for motivational purposes.

Activity 3.25: Let's Look at Logic

This activity involves use of a cassette and filmstrip instructional module which discusses logic and presents an excellent introduction to solving basic logic problems.

After viewing the module as part of the entire class, the student will use it individually for further reinforcement.

Materials 3.25: Let's Look at Logic (Guidance Associates)

Activity 3.26: Logic Programs via Computer

Region VIII Education Service Center provides a computer library program which each individual student may use. This program consists of 5 lessons beginning with Logic I and concluding with Logic V, with each becoming increasingly difficult. Each program consists of several logic problems which the student is allowed to answer. The student will use the computer programs in logic.

Materials 3.26: Computer terminal
Access to computer program

Activity 3.27: Good Logic - Bad Logic

Using all of the knowledge of reasoning techniques, argumentative techniques, and propaganda techniques, the student will decide which of the following is good logic and which is bad logic.

1. If grass is green, then the sky is blue.
2. All roses are pretty. All roses are flowers. Therefore, all flowers are pretty.
3. You can't always judge a book by its cover, because a cover is not something by which you can judge a book.
4. Police officers enforce the law. A sheriff enforces the law. So, a sheriff is a police officer.
5. Most birds can fly, and a robin is a bird, so a robin might be able to fly.
6. If a dog is an animal, and if no animal is a vegetable, then a dog is not a vegetable.
7. A dog is an animal. A dog has 4 legs. So an animal with 4 legs is a dog.
8. Dallas is an important city. Even Dallas is not safe. So no city is safe.
9. If it rains, the streets are wet. The streets are wet; therefore, it rained.
10. Joe develops hay fever whenever exposed to goldenrod, a weed. He takes his family for a drive in the country but soon begins to sneeze and cough. "The goldenrod must have bloomed early this year!" he exclaims, and turns his car toward home.
11. Ex-convicts are bad men. Whatever they say is false.
12. Doctors believe Medicare is a mistake. So, Medicare is a mistake.
13. According to the latest doctor's survey, more people using BLAH toothpaste have less cavities. So you should use BLAH toothpaste.
14. There are 60 seconds in one minute. There are 60 minutes in one hour. Therefore, there are 3600 seconds in one hour.
15. If Mike's car is out of gasoline, then its motor will not run. Mike's car is out of gasoline. Therefore, its motor will not run.
16. Tests of four leading pain relievers proved Pronto starts faster to ease pain. So buy PRONTO Today!

Activity 3.27 continued:

17. No raw fish is edible. Some Japanese dishes are raw fish. So some Japanese dishes are not edible.
18. Two automobiles are in a race. Car A reaches the finish line before Car B. Therefore, we know that Car A is faster than Car B.

Materials 3.27: None

Activity 3.28: Unsolved Mysteries

Unsolved Mysteries is a commercially-prepared, cassette/filmstrip kit which requires students to separate fact from non-fact and draw conclusion from the information given. The student will participate in the cassette/filmstrip kit to gain skill in separating fact from non-fact.

Materials 3.28: Unsolved Mysteries....with Sherlock Holmes and Dr. Watson (SVE)

Activity 3.29: Thinklab Activity Cards # 51-59; 62-70; 82-86; 112-114; 117-118

The student will check out these cards and respond to them at times of his own choosing. This activity will help later in the decision making process.

Materials 3.29: Thinklab (SRA)

Activity 3.30: Thinklab 2 Activity Cards # 11-20; 86-95; 111-112; 128-130

Same instructions as Activity 3.29.

Materials 3.30: Thinklab 2 (SRA)

Activity 3.31: Who Owns the Zebra!

The student will use reasoning skills to respond to the following activity.

There are five houses, each with a front door of a different color, and inhabited by men of different nationalities, with different pets and drinks. Each man smokes a different kind of pipe tobacco.

1. The Englishman lives in the house with the red door.
2. The Spaniard owns the dog.
3. Coffee is drunk in the house with the green door.
4. The Ukranian drinks tea.
5. The house with the green door is immediately to the right (your right) of the house with the ivory door.
6. The Medium Cut smoker owns snails.

Activity 3.31 continued:

7. Spun Cut is smoked in the house with the yellow door.
8. Milk is drunk in the middle house.
9. The Norwegian lives in the first on the left.
10. The man who smokes Mixture lives in the house next to the man with the fox.
11. Spun Cut is smoked in the house next to the house where the horse is kept.
12. The Flare smoker drinks orange juice.
13. The Japanese smokes Rough Cut.
14. The Norwegian lives next to the house with the blue door.

Now! Who drinks water?

And! Who owns the zebra?

Materials 3.31: None

Activity 3.32: Puzzles and Games

Many puzzles and games are available for the gifted child. These activities offer a challenge to any child, but the "gifted" seem to thrive on reasoning the solutions.

Materials 3.32: Clue - Detective Game (Parker Brothers)
Hi-Q (Kohner)
Hexed (Kohner)
Kwazy Quilt (Kohner)
Master Mind (Invicta)
Qubic (Parker Brothers)
Con Struct-O-Straws (Parker Brothers)
Tripples (Aladin)
223B Beaker Street - Mystery Game (Gammon Games)

Activity 3.33: Analogy Worksheets

The student will respond to various activity sheets requiring analogies.

Materials 3.33: Basic Thinking Skills (Midwest Publications Company, Inc.)
Analogy A
Analogy B
Analogy C
Analogy D

Activity 3.34: Cartoons

Many cartoons - politcal, etc., - can be found in newspapers and periodicals. After discussing samples of published cartoons, the students will create, discuss and interpret their products.

Materials 3.34: Newspapers
Periodicals

Goal 4: PLANNING AND DECISION MAKING

SOCRATES PARTICIPANTS WILL SHOW SIGNIFICANT POSITIVE GAIN IN PLANNING ABILITY AND DECISION MAKING ABILITY AS DEMONSTRATED BY PRE AND POST TEST MEASURES AND ANALYZED WITH THE T-TEST FOR CORRELATED SAMPLES.

Objective 4.1: Given a list of research ideas, the student will identify those ideas which require basic research from those ideas which require applied research.

Content: Research is a quest for information. This quest can be simply to fullfill a desire for knowledge or to apply information gathered by other people in order to create new products or developments.

There are two main reasons for conducting research:

(1) To discover more about the basic laws of nature
(2) To apply basic knowledge to the solution of practical problems

In basic research, a person tries to answer a question or solve a problem that has been previously researched very little, if at all. Basic research is extremely hard to plan because it is really a search of the unknown. An example of basic research would be Alexander Graham Bell's work toward discovery of the telephone.

Applied research is aimed toward a specific objective, such as the development of a new product or process. Applied research is an application of basic knowledge directed toward a specific end result.

Most applied research programs include three steps:

(1) Definition of the problem
(2) Collection and analysis of material
(3) Discovery of a solution

CRT 4.1: Identify each of the following research ideas as requiring either (a) basic research or (b) applied research.

a 1. Structure of the atom
b 2. The atomic bomb
b 3. Radar
a 4. What is magnetism?

Activity 4.1 (a): The students will discuss the many discoveries and inventions that the world now understands and uses. These items will be classified as basic or applied research. Each student will select one item and use resource books to prove that item is a result of basic or applied research.

Materials 4.1 (a): Reference books

Activity 4.1 (b): The student will invent a product and explain why this invention or discovery would require basic or applied research.

Materials 4.1 (b): None

....

Objective 4.2: Given research activities, the student will apply a basic set of research skills.

Content: *A basic set of skills is required to conduct research. Use of these skills enables a researcher to be more accurate in his/her findings, to reduce the time needed for completion of the research, to eliminate unnecessary information, and to provide new ideas.*

A basic set of skills which are important when searching for information are:

1. *Choosing a subject and narrowing that subject to a specific topic that can be researched*
2. *Locating information by using various reference sources*
3. *Taking useable notes*
4. *Organizing notes and ideas*
5. *Developing an outline*
6. *Preparing a written or oral report*

Once a topic for research has been selected, a great deal of material must be read. In order to locate this material, research skills involving use of a table of contents, an index, and cross references must be applied.

In order to complete a research report, application of four other skills is essential. These skills are skimming, notetaking, finding the main idea, and outlining.

The following resources were used for reference in development of content examples and/or criterion-referenced test items for Objective 4.2: The World Book Encyclopedia (World Book - Childcraft International, Inc.); EDL Study Skills Library (Educational Developmental Laboratories/McGraw-Hill); The Bookmark Reading Program (Harcourt Brace Jovanovich, Inc.); National Geographic Picture Atlas of Our Fifty States (National Geographic Society); The Houghton Mifflin Reading Program (Houghton Mifflin Co.) and Researchlab (Science Research Associates, Inc.).

Content 4.2 (a): A table of contents lists what is in a book or other printed material. A table of contents:

(1) Is usually placed at the beginning of a book after the title page.
(2) Lists the order of the articles or chapters.
(3) Gives the first page number of each article or chapter.

A sample of a table of contents is:

Contents	Page
Early Life	5
New Salem Years	17
Lincoln The Lawyer	26
National Politics	30
Lincoln's Administration	49

CRT 4.2 (a): Use the table of contents below to answer the following questions. Write YES if the statement is correct. Write NO if the statement is not correct.

Table of Contents

Chapter I	The World We Live In	1
	Air	4
	Earth	12
	Sea	30
Chapter II	Seeing and Hearing	36
	Light Waves	53
	Sound Waves	68
Chapter III	Electrical Energy	85
	Friction	91
	Chemical Action	98
	Generators	110
Chapter IV	Chemical Changes	127
	Chemicals in Air	130
	Chemicals in Water	138
	Chemicals in the Human Body	145
Chapter V	Growing Things	160
	Organisms	165
	Spores	170
	Human Beings	178
Chapter VI	Simple Machines	210
	Inclined Plane	214
	Wheel	226
	Levers	239
	List of Experiments	257
	Glossary	259
	Index	265

yes 1. You can find out how sound travels if you read Chapter II.

no 2. The chapter "Simple Machines" includes generators.

yes 3. You would find meanings for special words on page 261.

yes 4. The chapter "Chemical Changes" contains a subtopic entitled "Chemicals in Air."

no 5. The reference sections in the table of contents include a bibliography.

no 6. This table of contents tells how many pages the index covers.

yes 7. You will probably find some information about eyes in Chapter II.
yes 8. Chapter I will probably discuss oxygen.
no 9. Each chapter has three subtopics.
yes 10. You will find information about something which surrounds us on page 6.

Activity 4.2 (a.1): Using a magazine or library book, the student will locate and use the table of contents to find an article or section of a story that he/she would enjoy reading.

Materials 4.2 (a.1): Magazines, library books, etc.

Activity 4.2 (a.2): The student will prepare a table of contents that could be found in a book about himself/herself.

Materials 4.2 (a.2): None

Content 4.2 (b): An index is usually at the end of a book. It has more information than a table of contents. The topics in an index are listed in alphabetical order. After each topic the page number(s) are given. For example, an index entry on dogs might be:

Dogs, 38, 101-106

This means that information on dogs is found on page 38 and also on pages 101 through 106.

CRT 4.2 (b): Use the index on the following page to answer the questions below.

1. Does this book contain information on the uses of copper?
   Yes X No____ If so, where? 92, 101
2. On how many pages would you find information about air pressure? four
3. How many subtopics do you find listed with "Cells"?
   3
4. What subtopic is listed with the topic "Arctic"?
   night
5. Write the name of the topic under the D section of the index which refers to a prehistoric animal. dinosaurs
6. On what pages would you find information about electric cells? 198-201
7. Following the topic "Birds", there are four page numbers listed. How many pages will contain information on birds?
   6
8. Does this book contain information on the making of copper?
   Yes____ No X If so, where?

Index

Acids, 60, 220
Acne, 146, 147
Air, 253; at work, 125-160
Air Pressure, 228, 229, 247, 254
Arctic, 85; night, 121
Arctic Circle, 79-83
Atmosphere, 129, 177, 179
Axis, of earth, 392, 397

Battery, 26, 31, 54
Bees, 46-54
Birds, 109, 116-119, 262
Blasting, 304; caps, 197
Brakes, 227
Bulbs, 116
Buoyancy, 282-289

Camera, 60, 204, 205, 213
Canada, 143, 167
Caps, see Blasting
Carbon Dioxide, 13, 31, 59
Caves, 189, 227
Cells, in series, 180; parallel, 181; electric, 198-201
Chemicals, 251, 282, 286; compounds, 191-198
Circuit, 146; electrical, 149; diagrams, 149; grounded, 151, 153
Compounds, chemical, see Chemicals
Copper, uses of, 92, 101
Crystals, 202, 203

Deserts, 187
Dinosaurs, 210, 213
Dip tube, 139
Direct Current, 10,19
Dust, 49, 278-281; see also Explosions

Earth, 7, 224; axis of, see also Axis, of earth; motion, 284
Electricity, 178-212; conductors of, 199; frictional, 182-184; and heat, 191, 201; use of, 210-212; elements, 54, 96
Energy, 38, 91
Explosions, 149; see Dust

Activity 4.2 (b.1): The student will select a textbook and utilize the index of that book to demonstrate the ability to use an index.

Materials 4.2 (b.1): Textbooks

Activity 4.2 (b.2): The student will use the index book from a set of encyclopedias to find as many entries as possible on a selected subject.

Materials 4.2 (b.2): Set of encyclopedias

Content 4.2 (c): A cross reference suggests an additional source of information concerning a specific subject. A "See" cross reference indicates that the information sought is located under another entry, rather than the entry chosen initially. An example in the telephone directory is:

DOCTORS - See Physicians & Surgeons, etc.

A "See Also" cross reference indicates related topics in addition to the topic initially selected. An example is:

TREES - See Also Forests, Wood, Conservation, Plants.

CRT 4.2 (c): Read the "Alaska Range" paragraph and circle the cross reference that could be used to gain additional information on Alaskan Mountains.

Alaska Range is the largest mountain chain in Alaska. It curves across south-central Alaska from the Alaska Peninsula to the Yukon River. Its highest peak, Mount McKinley, is the highest point in North America. Its slopes have several hundred large glaciers.

See also: Ancient Men of the Arctic (Knopf, 1967)

[✓ Alaska Wilderness: Exploring the Central Brooks Range (California, 1970)]

The Frontier States: Alaska and Hawaii (Time-Life Books, 1968)

Activity 4.2 (c.1): The teacher will read to the students an article from an encyclopedia and the students will discuss possible cross reference items.

Materials 4.2(c.1): Encyclopedia

Activity 4.2 (c.2): The student will read an article from an encyclopedia and use cross reference skills to determine as many related ideas as possible pertaining to the selected article.

Materials 4.2 (c.2): Encyclopedias

Content 4.2 (d): *Once information has been located and reading actually begins, an important and useful research skill is skimming. One can skim to find things quickly such as main ideas, dates, names, or specific facts.*

When skimming, the eyes move quickly from left to right and from top to bottom of material being read. Every word is not read. When applicable material is located, skimming stops and that material is read at a slower rate.

CRT 4.2 (d): Skim the following paragraphs to find answers to these questions. List the answers on the lines provided.

1. What is natural gas mainly made up of?
2. What are two ways natural gas is used as a fuel?
3. What are the names of three countries that have natural gas deposits?

1. Methane
2. To heat buildings
   Tc operate stoves and refrigerators
3. United States, U.S.S.R., Canada

When oil was formed in underground rocks millions of years ago, natural gas was formed too. Like oil, it is a mixture of hydrocarbons. It is mainly made up of methane, a gas that is also formed when plants decay in marshes. Now and then, marsh gas catches fire, producing a strange blue, flickering flame often called "will o' the wisp."

Sometimes natural gas is found in the earth by itself. Often, however, it comes to the surface where boreholes are drilled for oil.

Natural gas is a valuable fuel. It is used to heat buildings and to operate stoves and refrigerators. It is also used to make bricks and glass, to cut and harden metals, and to run machines.

The United States has huge deposits of natural gas. This gas is sent across the country by a network of pipelines. Natural gas can also be transported as a liquid by sea in refrigerated tankers. The U.S.S.R. and Canada are also large producers of natural gas.

Activity 4.2 (d): The student will skim a selection and identify items, such as main ideas, dates, names, or facts.

Materials 4.2 (d): Paragraphs of information from textbooks
Short articles from reference books
Short Stories
Letters, etc., produced by teacher

Content 4.2 (e): Notetaking will facilitate recording and keeping information as articles on a specific subject are read. It is difficult to copy a complete paragraph or article. It is much easier to select what is needed and record it in short, concise notes. An example of notetaking from an article is:

Article - The lion is one of the largest members of the cat family. Lions are built for strength, not speed. A male lion usually weighs from 350 to 400 pounds. Most male lions are about 9 feet long. Females are smaller than males. They weigh only 250 to 300 pounds and are about 8 feet long.

Note: Lion - one of largest cats; strong, not fast
male - 350 to 400 pounds - 9 ft. long
female - 250 to 300 pounds - 8 ft. long

CRT 4.2 (e): Read and take notes from "Seals and River Otters" emphasizing main ideas and supporting details, likenesses and differences. (Exact wording of answers may vary.)

Seals and River Otters

With its broad, flat head and smooth, shiny fur, the river otter looks very much like a small seal.

The river otter is about four feet long from the top of its head to the tip of its tail. The otter, like the seal, is a fine swimmer. Both of these animals can move through the water quickly and smoothly. Unlike the seal, which is clumsy on land, the river otter can race across fields and quickly climb up and down river banks.

Another difference between the two animals is that otter babies are born with their eyes closed, while seal pups are born with their eyes open. Seal and otter mothers teach their young to swim and fish.

Both the seal and the river otter like to live in groups. The river otter is a fun-loving animal that enjoys sliding down muddy river banks on its stomach. In the winter it slides on the ice.

Man is one of the greatest dangers to both the seal and the otter. Because they have such beautiful fur, men hunt them. So seals and otters must always be on their guard.

Activity 4.2 (e.1): The student will write a paragraph describing himself/herself and then exchange paragraphs with a classmate. Each student will then take notes from the paragraph handed to him/her.

Materials 4.2 (e.1): None

Activity 4.2 (e.2): The student will read and take notes from a paragraph or short article from a newspaper or magazine and discuss the notes with the class.

Materials 4.2 (e.2): Newspapers, magazines, etc.

Content 4.2 (f): *Finding the main idea of what is read is very helpful in outlining and organizing material as well as in notetaking. The main idea is most often found in either the first or last sentence in a paragraph. Not every paragraph has a main idea clearly stated. Sometimes it can be found in more than one sentence or in the form of a question or a definition.*

CRT 4.2 (f): Underline the sentence containing the main idea of the following paragraph.

Air masses take their temperature and moisture from the land or ocean over which they form. An air mass born over land in the Arctic will be cold and dry because the temperature and humidity are very low there. Moving southeastward over Canada, this air mass will bring clear, dry weather. This means relief on a hot summer day and freezing temperatures in winter.

Activity 4.2 (f): The student will locate the main idea of several paragraphs from textbooks, reference books, magazines, etc., and discuss each with classmates.

Materials 4.2 (f): Textbooks, reference books, magazines, etc.

Content 4.2 (g): *Outlining facilitates organizing the research for a report. It provides a guide to follow when preparing the report.*

An outline is built around main ideas and supporting details. Using the notes that were made while reading reference material main ideas and supporting details are identified. The main ideas and supporting details are then listed in a logical and clear sequence. An example of an outline is:

ABRAHAM LINCOLN

I. Early Life (Main idea)
  A. Family Background (Supporting idea)
  B. Boyhood (Supporting idea)
  C. Education (Supporting idea)

II. New Salem Years (Main idea)
  A. Life on his own (Supporting idea)
  B. The Black Hawk War (Supporting idea)
  C. Search for career (Supporting idea)

III. Lincoln The Lawyer (Main idea)
  A. Study (Supporting idea)
  B. Early practice (Supporting idea)

CRT 4.2 (g): Read and outline this paragraph. (Exact wording of answers may vary.)

Three birds that cannot fly are the emu, the rhea, and the ostrich. The emu is a large Australian bird that grows between 5 and 6 feet tall and weighs about 100 pounds. The rhea is a large South American bird, often called the South American ostrich. Usually the common rhea stands about 5 feet tall and weighs about 50 pounds. The ostrich of Africa is the largest living bird. However, it can move at speeds up to 50 miles per hour.

Three Birds That Cannot Fly

I. Emu
  A. Found in Australia
  B. Between 5 and 6 feet tall
  C. Weighs about 100 pounds

II. Rhea
  A. Found in South America
  B. About 5 feet tall
  C. Weighs about 50 pounds

III. Ostrich
  A. Found in Africa
  B. Largest living bird
  C. Moves as fast as 50 mph

Activity 4.2 (g.1): The student will write an outline for a story concerning a dream vacation utilizing main ideas, supporting ideas, and logical sequence.

Materials 4.2 (g.1): None

Activity 4.2 (g.2): The students will locate in an encyclopedia an article concerning a famous person. An outline should be included at the end of the article. Each student then "mixes up" the outline so that it is not in sequential order.

A different student puts the "mixed up" outline in the correct sequential order without the aid of the reference book.

Materials 4.2 (g.2): Reference books

……

Objective 4.3: Given research activities, the student will complete and present a research report utilizing one of the more common forms of report presentation.

Content: *Once the research has been completed, many different ways of presenting this research are possible. The four most common forms of reports are:*

(1) *The written report*
(2) *The oral report*
(3) *The written and visual report*
(4) *The audio report on tape*

CRT 4.3: Teacher observation

Activity 4.3 (a): The students will complete activities from Researchlab, Level III.

Materials 4.3 (a): Researchlab (SRA)

Activity 4.3 (b): Each student will present a report on a self-chosen subject of interest. The report should reflect application of research skills. The presentation should be in the form of a written report, an oral report, a written and visual report, or an audio report on tape.

Materials 4.3 (b): Reference books
Presentation materials:
  Poster board
  Tapes
  Etc.

Activity 4.3 (c): The students will complete activities from Researchlab, Levels I and II, which provides experiences with different research skills.

Materials 4.3 (c): Researchlab (SRA)

....

Objective 4.4: Given the major steps in formulating a plan, the student will place those steps in sequential order.

Content 4.4 (a): *Planning*

When is a plan formed?
When should a plan be formed?
When is there a decision to be made?
How are problems solved?

These four questions are asked in many different forms daily. Men of importance such as President Washington had problems. Every individual has problems! Do individuals ask themselves any of these questions? Sure they do, only maybe they haven't recognized them yet.

In order to make a decision, there must be a problem, for a decision is little more than a problem waiting to be solved. It might even be called a simple problem.

When faced with a decision, persons rarely have more than two or three choices of solution. But in problem solving, there sometimes seems to be an endless number of possibilities, each possibility requiring a decision to be made.

Because of the need for a logical and reasonable way of making decisions and solving problems, often a plan of action must be made.

This plan of action is a method of attacking a problem. The following are some important steps in planning:

1. State the Problem

A problem well-stated is a problem half-solved. Define the problem clearly. By stating the problem, one is "marking out" the problem for others as well as himself/herself. Three reasons why it is importnat to state a problem clearly are as follows:

1. To enlist the help of others
2. To get clues for action
3. To know when the initial problem is solved

One should always be sure he/she understands a problem before he/she begins to work on its solution.

2. Collect Information and Facts

This information might come from one's own experience, books which contain background and statistical data, or from friends and other people who know something about the area in which the problem lies. In collecting information, it is wise not to be hasty in rejecting that which may seem quite remote from the problem or task.

Information does not come labeled relevant or irrelevant. We have to distinguish the relevant from that which is irrelevant. Information is relevant if it has something to do with the problem. It is irrelevant if it does not apply to the subject or topic with which one is concerned.

Authorities are often good sources for gathering information. An authority is defined as one whose opinion is found to be trustworthy. Parents are our first authorities. Later we call on older playmates, teachers, and religious leaders. Newspapers, television, radio, movies, magazines, and books are also authorities from which we sometimes draw information. In using authorities as information sources two things must be remembered:

1. Some authorities are not entirely dependable. Authorities sometimes contradict each other.
2. Persons should use information gathered from authorities along with other information which has been collected to form decisions as to the solution of the problem. Authorities are not asked to make personal decisions.

3. Analyze Information

Once information has been gathered, it is necessary to take a fresh look at the problem. Steps which will aid in analyzing information are as follows:

1. List and name (or identify) all the major factors which are important and those minor ones which could have some influence on the achievement of the aim. For example, a general may have to consider relative strengths, ground, time and space, climatic conditions, security, and courses open to the enemy.
2. Continually ask when weighing a factor: "So what?" If the answer does not add up to much, then the fact is not worth considering. What is being deduced from that fact?
3. Search for the critical factor -the one upon which the solution really hinges. It is not always there, but seeking for it is a valuable way of turning over ground.
4. Look at all the factors taken together. Judgment may be impaired if a sense of the whole picture is lacking.

4. Determine Alternatives

Having examined and turned over all the relevant factors, it should become clear that there are a number of courses of action or possible alternatives open. These should be listed, either mentally or on paper.

Through lack of imagination, possible courses of action may be easily missed. Minds have a tendency to present the "either/or" situation. It gives a mirage of there being only two mutually exclusive courses open, whereas in fact, there may be many more if thought about carefully.

5. Select Plan of Action

In selecting a plan of action, begin exploring and weighing the different courses of action which were determined in Step 4. Some ways of doing this follow:

1. Listing the advantages and disadvantages
2. Examining the consequences of each course
3. Measuring against standards, criteria, and values
4. Weighing the risks against the gains
5. Considering time, expense, and feasibility

The Plan of Action should be chosen in such a way that the thinking process is "cut off" and consideration of the other alternatives ceases. If the background intellectual work was done properly, the mind should move through this phase simply and smoothly.

6. Put Plan into Action

The process is not complete until the plan of action is implemented and the person has learned to live with the consequences. In this phase the solution or plan is actually put to work and workability is tested.

7. Evaluate

After the plan has been put into action, an evaluation will help decide if the best course of action was selected. If so, the cycle is complete.

If not satisfied with the action plan and the way it is working, go back to that point in the cycle where it is necessary to start again. Perhaps an insufficient amount of information was collected. In this case, start with Step 2 in the cycle. If a better plan of action could have been selected, go back to Step 5 and complete the cycle again.

Content 4.4 (b): Decision Making

What is a decision? By one extreme definition, almost everything involves making decisions. By another at the other end of the scale, only a few real decisions are made in a lifetime. A decision can be defined as:

1. The act of deciding
2. A conclusion
3. The making up of one's mind
4. A solution

The word decision comes from Latin and means "to cut off." By giving victory to one side or the other, the mental process of weighing both sides or all angles of a question is "cut off."

Note that the word implies some form of preliminary confusion or hesitation. Where there is no choice involved, one does not have the experience of making a decision. If a person wants to go to work and is offered only one job, there is hardly a decision to make. But if there are two jobs equally inviting, then the person is in the decision-making situation.

What are the similarities in problem solving, decision making, and goal achievement?

They are alike in many ways. A decision that must be made is little more than a problem awaiting a solution. It might even be called a simple problem. There are rarely more than two or three alternatives to choose from. Whereas, in problem solving, there could be an endless list of possibilities. And what about goal achievement? Isn't a goal a point one wishes to reach? The problem is to move from where one is to where one wants to be.

CRT 4.4: Listed below are the seven steps of planning. Put them in sequential order by placing the appropriate letter beside each step in the blanks.

1. g
2. b
3. a
4. c
5. f
6. e
7. d

7 Steps of Planning

(a) Analyze Information
(b) Collect Information & Facts
(c) Determine alternatives
(d) Evaluate
(e) Put plan into action
(f) Select Plan of action
(g) State the Problem

Activity 4.4: None

Materials 4.4: None

....

Objective 4.5: The student will demonstrate the ability to plan, solve problems, and make decisions by applying these skills in activities.

Content: Same as Objective 4.4.

CRT 4.5 (a): Pretend that your class is planning to take a class trip, but you must first find a way to pay the expenses of the trip. In the space below, list all the possible ways you can think of for raising money for the trip.

Suppose that you are responsible for carrying out the campaign for raising money for the class trip. Select one of the ways for raising money listed above and develop an organized plan for the money-raising campaign. What jobs would you give to your classmates? Write all the details of your plan in the space below. Use the back of this page if you need more space.

CRT 4.5 (b): Pretend that you are a campaign manager for one of your classmates who is running for the office of President of Student Government. How would you go about organizing and carrying out your candidates campaign? What would you do first? What committee would you need and what responsibilities would you assign them? Write all of the details of the plan below.

Activity 4.5 (a): The student will plan for improving support for the local basketball team as an individual or group assignment.

Materials 4.5 (a): Lesson 22 - Planning (b)
New Directions in Creativity - Mark 1 (Harper & Row)

Activity 4.5 (b): The student will design a camping van.

Materials 4.5 (b): Lesson 23 - Can You Design It (a)
New Directions in Creativity - Mark 1 (Harper & Row)

Activity 4.5 (c): The student will design a space station which will support a crew of 20 men for long periods of time.

Materials 4.5 (c): Lesson 23 - Can You Design It (b)
New Directions in Creativity - Mark 1 (Harper & Row)

Activity 4.5 (d): The student will help to set up a school store and sell items to other students.

Materials 4.5 (d): Lesson 14 - Planning (a)
New Directions in Creativity - Mark 3 (Harper & Row)

Activity 4.5 (e): The student will design a school room which will accommodate 25 students.

Materials 4.5 (e): Lesson 22 (a)
New Directions in Creativity - Mark 3 (Harper & Row)

Activity 4.5 (f): The student will design a recreational park for all ages.

Materials 4.5 (f): Lesson 22 - Can You Design It? (b)
New Directions in Creativity - Mark 3 (Harper & Row)

Activity 4.5 (g): The student will participate in creating a human community by using a module which consists of filmstrips, cassettes and materials for "The Planning Game," simulation maps, budget sheets, and game tokens.

Materials 4.5 (g): Planning the Human Community
Ecology Learning Module (SVE)

Activity 4.5 (h): The student will listen to cassette tape program which illustrates decisions made and problems solved by some of the "top" athletes in American sports.

Materials 4.5 (h): Super Think: A Cognitive Skills Program
(Troll Associates)

Activity 4.5 (i): The student will plan a weekend camping trip for two people, taking into consideration transportation, food, clothing, entertainment, alternate plans, etc.

Materials 4.5 (i): None

Activity 4.5 (j): The student will:

a. Participate in a class discussion of favorite vacation spots in the Western part of the United States and witness the teacher list them on the blackboard as each is discussed.
b. Plan a vacation in which he/she will visit ten of the vacation spots listed on the blackboard.
c. Select places to visit, roads to be taken, mileage, and the order in which he/she will visit each of the ten spots.

Materials 4.5 (j): Road maps or road atlas

Activity 4.5 (k): Computer Programming

For several years, computer programming has been "out of the question" for the average person. Years of training were required for a thorough understanding of computer terminology which was essential for programming.

Today, due to a new system, many more people are able to understand and write simple programs. This new system is normally called BASIC. BASIC language is simple and easily understood, yet has the capacity for complexities. To begin writing programs, the BASIC language must be explained. The language has a small vocabulary and the words mean what one would expect.

Primarily, there are about fifteen keywords which are necessary for beginning programming. The keywords of BASIC are used to make up what are called statements, which are something like "sentences" in the language. Statements are then put together to form programs.

Each statement is an instruction to the computer. Each statement begins with what is called a line number. This can be any number from 1 to 3200. The computer then uses the order of these numbers to determine the order in which to execute the instructions in your statements. Most of the programmers use line numbers in sequences of 10, for example 10, 20, 30, 40, etc., to leave room for instructions that might have been forgotten.

Following is a list of keywords and their explanation of operation and duty. After this list are some sample programs which are shown to illustrate these functions.

LIST - causes the computer to list all statements in the program as they were typed.

RUN - causes the terminal to "run" or execute a program.

INPUT - makes the program stop when it reaches that line, print a question mark (?) and wait for the person running the program to type in (input) some "data."

Input is always followed by a variable name.

PRINT - causes the terminal to print (when run) all characters that follow in the statement.

- (A) Anything in quotes is printed exactly as given when the program is run.
- (B) When variable names appear in a print statement (not in quotes), the contents of these locations, which are actually memory banks, are printed.
- (C) These two kinds of outputs can be mixed in one print statement.
- (D) A semicolon at the end of a print statment suppresses the normal carriage return and line feed that usually take place.

END - shows the end of a program and is always the last statement of any program. It has no other parts except a line number.

GO TO - means that the execution of your program should depart from the usual rule of executing in the order given by the line number and instead jump (go to) a specified line number.

IF-THEN - used in what are called "conditional statements." An example is:

```
20 If A = 5 then 40
```

If the input (A) is equal to 5, the program will automatically jump to statement 40. The IF is the condition to be satisfied and the THEN is the line number that the computer will execute next if the condition is satisfied.

STOP - tells the computer to stop executing the program on the line number of the stop statement.

LET - Assignment Statements. This is used to set up a memory location and assign the contents.

Example: `10 LET A = 54` (A is the memory location, then assign 54 to the memory in location A,)

SCR - an abbreviation for "scratch" which informs the computer that you are beginning to write a new program. It is always used in the first line of a program, but doesn't require a line number.

REM - a remark statment. This is commonly used to show information that isn't necessary when the program is being RUN. It only shows when the program is listed.

SAVE - an instruction for the computer to keep the program in its memory bank, ready for recall. It doesn't require a line number and comes after the END statment.

Miscellaneous Information:

1. A comma is used between items to place output in separate fields, usually 14 columns wide.
2. A semicolon is used to cause items to print as close together as possible, but leaving a space in front for the sign of a number and leaving one "trailing" blank after the number.
3. A semicolon at the end of a statement suppresses the normal carriage return (and line feed) that usually takes place automatically when the program is RUN.

4. To form arithmetic expressions you may use the following operators:

+	is used for addition
-	is used for subtraction
*	is used for multiplication
/	is used for division
↑	is used for exponentiation
>	is used for "greater than"
<	is used for "less than"
=	is used for "equal to"
<=	is used for "less than or equal to"
>=	is used for "greater than or equal to"
<>	is used for "not equal to"

Utilizing the information given, a typical program can be written as follows:

```
 SCR
 Name-MATH
 10 PRINT "ADDITION PRACTICE PROGRAM"
 20 PRINT "Type in 2 numbers separated by a comma"
 30 INPUT A, B
 40 PRINT "What is ";A;"  ";B;"
 50 INPUT X
 60 IF X = A B then 90
 70 PRINT "No,No,No-----Answer is ";AB"
 80 GO TO 100
 90 PRINT "TERRIFIC"
100 PRINT "Want another (yes + 1)";
110 INPUT Y
120 IF Y = 1 then 20
130 PRINT "O.K.------so long."
140 END
SAVE
```

When called up and run the program will read as follows:

```
MATH
ADDITION PRACTICE PROGRAM
Type in 2 numbers separated by a comma
? 24, 38
What is 24 + 38?  62
TERRIFIC
Want another (yes=1)?  1
Type in 2 numbers separated by a comma
? 57, 64
What is 57 + 64?  111
No, No, No-----Answer is 121
Want another (yes=1)?  0
OK-----so long.
```

The student will write a basic computer program utilizing above information.

Materials 4.5 (k): Computer terminal that uses the BASIC language.

APPENDIX A

AFFECTIVE DEVELOPMENT

Goal 1: AFFECTIVE DEVELOPMENT

SOCRATES PARTICIPANTS WILL SHOW GAIN IN AFFECTIVE DEVELOPMENT AS EVALUATED BY TEACHER OBSERVATION.

Content: *The student will evidence an improved self-concept in relation to family, peers, scholastic achievement, and the self in general.*

Affective development involves five dimensions of the student's self-concept:

1. *SELF - EGO: one's self-esteem derived from being a unique person; self-worth, values*
2. *FAMILY: one's self-esteem yielded from family interactions*
3. *PEER: one's self-esteem associated with peer relations*
4. *SCHOOL: one's self-esteem derived from success or failure in scholastic endeavors*
5. *GENERAL: a comprehensive estimate of how the self is esteemed*

A child is born with neither a positive nor a negative concept of himself/herself. His/her view of himself/herself is what he/she sees reflected in others' actions and reactions in life situations.

Objective 1.1: The student will exhibit an improved self-concept derived from examining his/her uniqueness as an individual, his/her self-worth (esteem), and his/her values as evaluated by teacher observation.

Content: *See individual activites.*

Activity 1.1(a): The student will discuss the idea, "So I am gifted... what about it?"

Discussion questions will include the following:

1. What does it mean to be labeled "gifted"?
2. Will this change your life? your friends? your attitudes? If so, how?
3. Have the attitudes of your friends who were not chosen for the program changed toward you?
4. Do you perceive yourself as being "different"?
5. Do you perceive yourself as being more fortunate than others?
6. What about those who are less fortunate than you?
7. What about "killer statements," i.e., "That's stupid!"?

Materials 1.1(a): None

Activity 1.1(b): The student will keep a personal journal, a folder kept in the teacher's files into which the student will place written activities from the affective development area. Other items, whether teacher-inspired or student-inspired, such as inner feelings frustrations, thoughts, learnings, discoveries, mistakes, and other happenings, may be placed in this folder during the year. This folder is PRIVATE. Other than the teacher, only the student is allowed to view the folder. The student will be encouraged to record how he/she really feels, not to record what he/she thinks the teacher would consider "right" or "proper."

Materials 1.1(b): One folder for each student
A filing drawer designated for this activity

Activity 1.1(c): The student will complete the following activity and place it in his/her personal journal:

SIX BENEFITS OF BEING GIFTED:

1.
2.
3.
4.
5.
6.

SIX DRAWBACKS OF GIFTEDNESS:

1.
2.
3.
4.
5.
6.

ONE DRAWBACK THAT CANNOT BE DIMINISHED:

ONE BENEFIT THAT CANNOT BE AUGMENTED:

Materials 1.1(c): Worksheet described above.

Activity 1.1(d): Given a paper with a large rectangle drawn on it and a pencil, the student will have five minutes to "Draw a Classroom." It does not have to be artistic, but must include human beings.

Materials 1.1(d): Rectangular sheet of paper, 8 1/2" x 11"
Pencil

Activity 1.1(e): The student will complete the Piers-Harris Children's Self-Concept Scale entitled "The Way I Feel About Myself". See attached sheets.

Activity 1.1(e)

THE WAY I FEEL ABOUT MYSELF

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside. This is not a test. There are no right or wrong answers. The results will not affect your school grades. Your answers will be kept a secret.

1. My classmates make fun of me . . . . yes no
2. I am a happy person . . . . yes no
3. It is hard for me to make friends . . . . yes no
4. I am often sad . . . . yes no
5. I am smart . . . . yes no
6. I am shy . . . . yes no
7. I get nervous when the teacher calls on me . . . . yes no
8. My looks bother me . . . . yes no
9. When I grow up, I will be an important person . . . . . yes no
10. I get worried when we have tests in school . . . . yes no
11. I am unpopular . . . . yes no
12. I am well behaved in school . . . . yes no
13. It is usually my fault when something goes wrong . . . . yes no
14. I cause trouble to my family . . . . yes no
15. I am strong . . . . yes no
16. I have good ideas . . . . yes no
17. I am an important member of my family . . . . yes no
18. I usually want my own way . . . . yes no
19. I am good at making things with my hands . . . . yes no
20. I give up easily . . . . yes no
21. I am good in my school work . . . . yes no
22. I do many bad things . . . . yes no

THE WAY I FEEL ABOUT MYSELF (continued):

23. I can draw well . . . . yes no
24. I am good in music . . . . yes no
25. I behave badly at home . . . . yes no
26. I am slow in finishing my school work . . . . yes no
27. I am an important member of my class . . . . yes no
28. I am nervous . . . . yes no
29. I have pretty eyes . . . . yes no
30. I can give a good report in front of the class . . . . . yes no
31. In school I am a dreamer . . . . yes no
32. I pick on my brother(s) and sister(s) . . . . yes no
33. My friends like my ideas . . . . yes no
34. I often get into trouble . . . . yes no
35. I am obedient at home . . . . yes no
36. I am lucky . . . . yes no
37. I worry a lot . . . . yes no
38. My parents expect too much of me . . . . yes no
39. I like being the way I am . . . . yes no
40. I feel left out of things . . . . yes no
41. I have nice hair . . . . yes no
42. I often volunteer in school . . . . yes no
43. I wish I were different . . . . yes no
44. I sleep well at night . . . . yes no
45. I hate school . . . . yes no
46. I am among the last to be chosen for games . . . . yes no
47. I am sick a lot . . . . yes no
48. I am often mean to other people . . . . yes no
49. My classmates in school think I have good ideas . . . . . yes no

THE WAY I FEEL ABOUT MYSELF (continued):

50. I am unhappy . . . . . yes no
51. I have many friends . . . . . yes no
52. I am cheerful . . . . . yes no
53. I am dumb about most things . . . . . yes no
54. I am good looking . . . . . yes no
55. I have lots of pep . . . . . yes no
56. I get into a lot of fights . . . . . yes no
57. I am popular with boys . . . . . yes no
58. People pick on me . . . . . yes no
59. My family is disappointed in me . . . . . yes no
60. I have a pleasant face . . . . . yes no
61. When I try to make something, everything seems to go wrong . . . . . yes no
62. I am picked on at home . . . . . yes no
63. I am a leader in games and sports . . . . . yes no
64. I am clumsy . . . . . yes no
65. In games and sports, I watch instead of play . . . . . yes no
66. I forget what I learn . . . . . yes no
67. I am easy to get along with . . . . . yes no
68. I lose my temper easily . . . . . yes no
69. I am popular with girls . . . . . yes no
70. I am a good reader . . . . . yes no
71. I would rather work alone than with a group . . . . . yes no
72. I like my brother (sister) . . . . . yes no
73. I have a good figure . . . . . yes no
74. I am often afraid . . . . . yes no

THE WAY I FEEL ABOUT MYSELF (continued):

75. I am always dropping or breaking things . . . . yes no

76. I can be trusted . . . . yes no

77. I am different from other people . . . . yes no

78. I think bad thoughts . . . . yes no

79. I cry easily . . . . yes no

80. I am a good person . . . . yes no

Activity 1.1(e)

KEY

PIERS-HARRIS CHILDRENS SELF CONCEPT SCALE

(The Way I Feel About Myself)

1.	No
2.	Yes
3.	No
4.	No
5.	Yes
6.	No
7.	No
8.	No
9.	Yes
10.	No
11.	No
12.	Yes
13.	No
14.	No
15.	Yes
16.	Yes
17.	Yes
18.	No
19.	Yes
20.	No
21.	Yes
22.	No
23.	Yes
24.	Yes
25.	No
26.	No
27.	Yes
28.	No
29.	Yes
30.	Yes
31.	No
32.	No
33.	Yes
34.	No
35.	Yes
36.	Yes
37.	No
38.	No
39.	Yes
40.	No
41.	Yes
42.	Yes
43.	No
44.	Yes
45.	No
46.	No
47.	No
48.	No
49.	Yes
50.	No
51.	Yes
52.	Yes
53.	No
54.	Yes
55.	Yes
56.	No
57.	Yes
58.	No
59.	No
60.	Yes
61.	No
62.	No
63.	Yes
64.	No
65.	No
66.	No
67.	Yes
68.	No
69.	Yes
70.	Yes
71.	No
72.	Yes
73.	Yes
74.	No
75.	No
76.	Yes
77.	No
78.	No
79.	No
80.	Yes

Materials 1.1(e): One copy of the test per student

Activity 1.1(f): The student will complete one or more of the following idea sheets:

"All About Me"

1. What I do best is....
2. I need to do ______________________________ better.
3. What I do with my free time....
4. If I could do what I wanted, here is what I would do....
5. I feel the happiest when....
6. Things that make me feel sad are....

"Things I Do"

1. Things I do best are....
2. Things I like to do are....
3. Things I cannot do well are....
4. Things I do not like to do are....
5. Things I wish I could do are....
6. Things I like to do with friends are....
7. Things I like to do alone are....
8. What I want to do when I grow up....
9. Things I collect are....
10. If I could change anything in the world, I would change....
11. My favorite books are....
12. My favorite songs are....

"Three Wishes"

If I had three wished, I would wish for the following:

1.
2.
3.

"My Friends"

1. These are my best friends:
2. Some reasons why I like my friends are....
3. I try to be a good friend by....
4. Things I can do to make more friends are....

Materials 1.1(f): Worksheets described above
(Ideas taken from Student Learning Activity Package: Self-Concept.)

Activity 1.1(g): The student will read or listen to and discuss the story of IALAC (I Am Loveable and Capable).

Materials 1.1(g): I Am Loveable and Capable by Sidney Simon

Activity 1.1(h): The student will complete the following activity to increase his/her self-awareness:

Procedure: Each student's name is placed on a name card. These cards are distributed randomly to class members. The teacher will instruct the class not to tell other class members whose name each one has. Each student should attempt to "become" the person whose name he/she has by studying the person whose name he/she drew for several days, noting the way they dress, talk, their facial expressions, mannerisms, etc. The student will act like the person he/she has been studying while the rest of the class tries to guess who the role player is pretending to be. The class should take notes on their guesses and then discuss their guesses along with the behavior that prompted those guesses.

Materials 1.1(h): Name cards

Activity 1.1(i): The student will list the advantages and disadvantages of his/her birth order (first born, middle born, last born, only child). Discussion will be voluntary.

Materials 1.1(i): None

Content: Values

VALUE (according to David R. Krathwohl, et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964):
To value means to display behavior consistent with a single belief or attitude in situations where one is not forced to comply or obey, i.e., to demonstrate a definite preference and display a high degree of certainty and conviction.

To respond means to comply to given expectations by attending to or reacting to certain stimuli or phenonema, i.e., to obey or participate as expected.

The VALUING PROCESS helps the student to better develop and clarify his/her own values. This process revolves around the Seven Critical Valuing Skills listed as follows:

I. CHOOSING

1. *Freely - A values choice should be made without presure and without a punishment and reward scheme.*
2. *From Alternatives - There is no values choice unless there are alternatives from which to choose.*
3. *Considering Consequences - An effective values choice considers the consequences of each alternative. One cannot make an intelligent values choice unless the consequences have been weighed.*

II. PRIZING

4. Being proud and happy with the values choice. One needs to be really proud and truly cherish that which is valued. One must feel good about himself/herself and the values choice.
5. Willing to publicly affirm the values choice. Values cannot be hidden. Some amount of risk must be taken for what one values. Values are shared with others.

III. ACTING

6. Act upon the choice. For something to be a value, it must penetrate one's life so that time and energy are spent on it.
7. It becomes a pattern in one's life. A thing cannot be called a value unless it appears often enough in life to be considered part of a pattern.

All seven of the critical skill elements are necessary for something to be a value. Anything which falls short of meeting all seven elements in which a value lies does not constitute a value.

Activity 1.1(j): Through discussion the student will better develop and clarify his/her own values by learning the seven steps of the valuing process (Seven Critical Valuing Skills).

Materials 1.1(j): See CONTENT above.

Activity 1.1(k): The student will complete an activity to be placed in his/her personal journal concerning "I Learned" and "I Wonder" statements.

I wonder if; about; why; whether; when.

I learned; re-learned; noticed; discovered; realized; was surprised; was pleased; was displeased that I....

Materials 1.1(k): None

Activity 1.1(l): The student will participate in the values clarification process by raising his/her hand in answer to "Voting Questions", Teacher Activity Package: Values, pp. 12-23.

Sample questions include the following:

1. How many like homework?
2. How many think your teachers are not strict enough?
3. How many of you think cheating on exams is all right sometimes?

Materials 1.1(l): Teacher Activity Package: Values

Activity 1.1(m): After reviewing the Seven Critical Valuing Skills, the student will use the rank order technique to choose and then rank elements in terms of preference.

Value rich areas from which the student might choose include the following: money, friendship, love, sex, leisure, work, religion, social and political issues, family, death, ethics.

Teacher Activity Package: Values, pp. 22-44, includes numerous rank order situations.

Materials 1.1(m): Teacher Activity Package: Values

Activity 1.1(n): In values continuum the student will realize that on most controversial issues there is no right or wrong, i.e., that there are many "shades of gray." The student will be encouraged to make a public affirmation of his/her beliefs and opinions.

Teacher Activity Package: Values, pp. 45-49, includes numerous values continuum exercises. Examples include the following:

LAZY 1 2 3 4 5 AMBITIOUS

How legible is your handwriting?

SCRIBBLY SAM 1 2 3 4 5 CLEAR-AS-PRINT CLARENCE

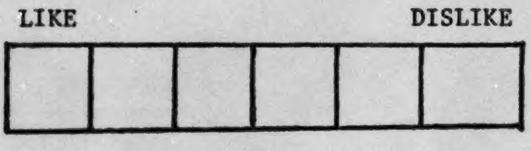
Money

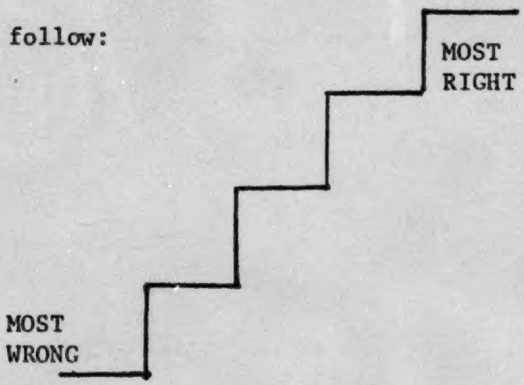
MONEY IS THE ONLY THING 1 2 3 4 5 MONEY IS NOTHING

Materials 1.1(n): Teacher Activity Package: Values

Activity 1.1(o): Using a Forced Choice Grid or a Forced Choice Ladder, the student will choose among competing alternatives.

Examples of FCG of FCL follow:





A sample situation would be the following:

Dave, age 10, has just started smoking. He takes cigarettes from his father without his father knowing it. Dave is an "A" student in school, however.

Teacher Activity Package: Values, pp. 50-60, includes numerous forced choice situations.

Materials 1.1(o): Teacher Activity Package: Values

Activity 1.1(p): After listening to the story of "Alligator River," Teacher Activity Package: Values, pp. 61-63, the student will list the names of the five main characters in ranking order from the best (No. 1) to the worst (No. 5). Discussion will follow this value exposing lesson.

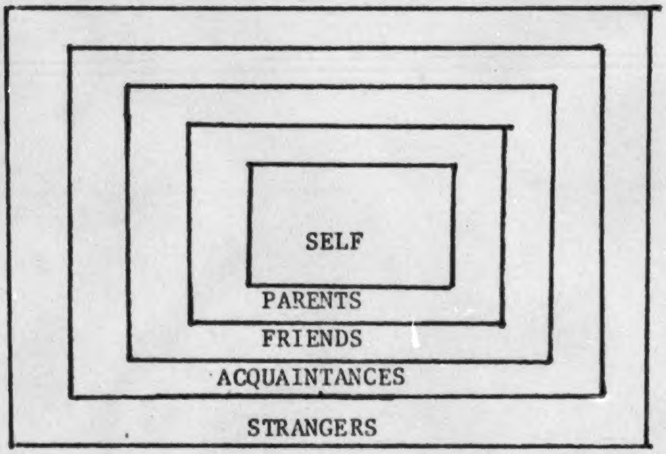
Materials 1.1(p): Teacher Activity Package: Values

Activity 1.1(q): The student will participate in the activity, "Privacy Squares," which is designed to encourage him/her to think more about what and to whom he/she is willing to reveal things about himself/herself.

Suggested questions include the following:

1. To whom would you tell whether or not you have ever stolen something?
2. To whom would you tell a problem you are having at school?

The student will write the key word (underlined) in the square which shows to whom he/she would be willing to reveal his/her answer.



Teacher Activity Package: Values, pp. 68-70, contains numerous ideas pertaining to this activity.

Materials 1.1(q): Teacher Activity Package: Values
One privacy square for each student

Activity 1.1(r): The student will participate in "The Public Interview" (Hot Seat) while publicly affirming and explaining his/her stand on various issues.

Such issues might include the following:

1. Do you get an allowance? What kind? Do you have to do anything for it? Do you think your allowance is fair?
2. Do you like babies? Why?
3. Would you like to be older or younger than you are now?

Teacher Activity Package: Values, pp. 71-78, contains numerous interview questions.

Materials 1.1(r): Teacher Activity Package: Values

Activity 1.1(s): The student will participate in "Twenty (or Ten or Fifteen) Things I Like to Do," a values clarification exercise. See attached sheet.

Materials 1.1(s): Teacher Activity Package: Values (idea source)

Activity 1.1(t): The student will participate in "Twenty (or Ten or Fifteen) Things I'd Like to Own." See attached sheet.

Materials 1.1(t): Teacher Activity Package: Values (idea source)

....

Objective 1.2: The student will exhibit an improved self-concept in the family dimension as evaluated by teacher observation.

Content: See individual activities.

Activity 1.2(a): The student will designate on the Self Appraisal Inventory whether a statement is true or untrue for him/her.

Test items relating to the family domain are 5,9, 12, 16,20,24,28,32,36,40,44,48,52,56,60,64,68,72,75. See attached sheets.

Materials 1.2(a): Instructional Objectives Exchange (IOX) (test source)

Activity 1.2(b): The student will participate in a discussion of the poem, "Andre", by Gwendolyn Brooks, by answering the questions which follow the poem.

TWENTY (OR TEN OR FIFTEEN) THINGS THAT I LIKE TO DO

(Value Clarification)

GRADES 4 - 6

Purpose:

To allow participants to examine their likes in a value clarification setting. Depending on grade level, the number of things that they like to do may vary from ten to twenty items. The teacher may want to set the maximum number in the beginning of the exercise.

Group Size:

Virtually unlimited.

Time Required:

Minimum of 25 - 30 minutes.

Instructions to Teacher:

1. Ask group to list 10, 15 or 20 things they like to do--leave space.

2. Ask participants to place following symbols in front of likes:

   F = Father likes to do;
   M = Mother likes to do;
   A = Likes to do alone;
   $ = If costs more than $3;
   5 = Things you liked to do 5 years ago, or use any number from 1 - 5;
   PL = Those things that require planning;
   * = 5 things you like most;
   1 = Number one next to the one item they would choose to do today from the five items they like to do most.
   D = Related to Drugs.

3. Ask question: "I learned that I ...."

4. Take first 5 likes--ask:

   A. Do these things cost money?
   B. Do they require planning?
   C. How much like my parents am I?
   D. Etc.

TWENTY (OR TEN OR FIFTEEN) THINGS I'D LIKE TO OWN

GRADES 4 - 6

Directions:

Each student is asked to list (20, 15, or 10) items they would like to own. They are then asked to put symbols next to each item the symbol applies to. This procedure is a simple way of having students look at and evaluate how realistic their value system is. Some conclusions they may come to are:

1. The things they want most wouldn't change their status at all.
2. Their parents would approve of all items on their list.
3. They may discover that they couldn't afford most things on their list. This might be an incentive to them to re-evaluate some of the things they think they value.
4. They are greatly influenced by their peers in the things they want.
5. They may discover a pattern in the five items they want most.
6. Parental approval may or may not play a big part in their choices of material goods.
7. TV advertising may influence them more than they realized.

The response may seem superficial, but it is the first step towards finding out something about themselves.

TV - Put the letters TV next to each item you know for sure you have seen advertised on TV.

$ - Put $ next to each item you can afford to buy within the next three months.

N - Next to each item you really need (you may have to briefly discuss wants and needs).

S - Next to each item if someone you know had one first.

+ - Next to each item that would make you feel better with your group of friends, if you had one.

A or D - Next to each item your parents would (A) approve of or (D) disapprove of.

* - Next to the five items you want most.

Activity 1.2(a)

SELF APPRAISAL INVENTORY

Intermediate Level

Directions:

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

	True	Untrue	
For example:	X	___	1. I like cherry pie.
	___	X	2. I want to be a movie star.

There are no right or wrong answers, so respond to each statement as honestly as you can.

Do not write your name on the answer sheet. Do not write on the booklet.

1. Other children are interested in me.
2. School work is fairly easy for me.
3. I am satisfied to be just what I am.
4. I should get along better with other children than I do.
5. I often get in trouble at home.
6. My teachers usually like me.
7. I am a cheerful person.
8. Other children are often mean to me.
9. I do my share of work at home.
10. I often feel upset in school.
11. I'm not very smart.
12. No one pays much attention to me at home.
13. I can get good grades if I want to.
14. I can be trusted.
15. I am popular with kids my own age.
16. My family isn't very proud of me.

17. I forget most of what I learn.

18. I am easy to like.

19. Girls seem to like me.

20. My family is glad when I do things with them.

21. I often volunteer to do things in class.

22. I'm not a very happy person.

23. I am lonely very often.

24. The members of my family don't usually like my ideas.

25. I am a good student.

26. I can't seem to do things right.

27. Older kids like me.

28. I behave badly at home.

29. I often get discouraged in school.

30. I wish I were younger.

31. I am friendly toward other people.

32. I usually get along with my family as well as I should.

33. My teacher makes me feel I am not good enough.

34. I like being the way I am.

35. Most people are much better liked than I am.

36. I cause trouble to my family.

37. I am slow in finishing my school work.

38. I am often unhappy.

39. Boys seem to like me.

40. I live up to what is expected of me at home.

41. I can give a good report in front of the class.

42. I am not as nice looking as most people.

43. I have many friends.

44. My parents don't seem to be interested in the things I do.

45. I am proud of my school work.
46. If I have something to say, I usually say it.
47. I am among the last to be chosen for teams.
48. I feel that my family doesn't usually trust me.
49. I am a good reader.
50. I can usually figure out difficult things.
51. It is hard for me to make friends.
52. My family would help me in any kind of trouble.
53. I am not doing as well in school as I would like to.
54. I have a lot of self control.
55. Friends usually follow my ideas.
56. My family understands me.
57. I find it hard to talk in front of the class.
58. I often feel ashamed of myself.
59. I wish I had more close friends.
60. My family often expects too much of me.
61. I am good in my school work.
62. I am a good person.
63. Others find me hard to be friendly with.
64. I get upset easily at home.
65. I don't like to be called on in class.
66. I wish I were someone else.
67. Other children think I am fun to be with.
68. I am an important person in my family.
69. My classmates think I am a poor student.
70. I often feel uneasy.
71. Other children often don't like to be with me.
72. My family and I have a lot of fun together.

73. I would like to drop out of school.

74. Not too many people really trust me.

75. My family usually considers my feelings.

76. I can do hard homework assignments.

77. I can't be depended on.

Activity 1.2(a)

SCORING GUIDE

	True	Untrue		True	Untrue		True	Untrue		True	Untrue
1.	P ○		21.	S ○		41.	S ○		61.	S ○	
2.	S ○		22.	G	○	42.		○ G	62.	G ○	
3.	G ○		23.		○ P	43.	○	P	63.		○ P
4.		○ P	24.	F	○	44.	F	○	64.		○ F
5.		○ F	25.	S ○		45.	S ○		65.	S	○
6.	S ○		26.		○ G	46.	G ○		66.		○ G
7.	G ○		27.	○	P	47.		○ P	67.	P ○	
8.		○ P	28.		○ F	48.	F	○	68.	F ○	
9.	F ○		29.		○ S	49.	S ○		69.	S	○
10.		○ S	30.		○ G	50.	G ○		70.	G	○
11.		○ G	31.	F ○		51.		○ P	71.		○ P
12.		○ F	32.	F ○		52.	F ○		72.	F ○	
13.	S ○		33.		○ S	53.		○ S	73.		○ S
14.	G ○		34.	G ○		54.	G ○		74.		○ P
15.	P ○		35.		○ P	55.	P ○		75.	F ○	
16.		○ F	36.		○ F	56.	F ○		76.	○	S
17.		○ S	37.		○ S	57.		○ S	77.	G	○
18.	G ○		38.		○ G	58.		○ G			
19.	P ○		39.	P ○		59.		○ P			
20.	F ○		40.	F ○		60.		○ F			

Letters indicate positive responses for each subscale as follows:

P = Peer F = Family S = School G = General

I had a dream last night. I dreamed
I had to pick a mother out.
I had to choose a father too.
At first, I wondered what to do.
There were so many there, it seemed
Short and tall and thin and stout,

But just before I sprang awake,
I knew what parents I would take.

And this surprised and made me glad:
They were the ones I always had.

Questions: (participation at student option)

1. Why might you prefer having your own parents? If not, would you want to choose another set of parents?
2. How do your parents show love to you?
3. How do you show love to them?
4. What qualities do you admire in your mother and father?

Materials 1.2(b): None

Activity 1.2(c): The student will complete the Parent Approval Index (Intermediate Level) by marking "Approve", "Not Approve", or "Wouldn't Care" according to how he/she views himself/herself as accepted by his/her mother.

PAI index will be placed in student's personal journal. Participation in the discussion will be at the option of the student. See attached sheets.

Materials 1.2(c): Instructional Objectives Exchange (IOX) (test source)

Activity 1.2(d): In a group setting, the student will complete Transition I, Activity 18, concerning parent-student conflicts (Conflict A).

Materials 1.2(d): Transition I (American Guidance Service)

Activity 1.2(e): The student will discuss the following open-ended story:

"The Lost Ring"

Your older sister/brother has a beautiful ring that you are dying to wear. You have asked him/her several times if you could wear it to school "just once", but she/he always said no. One day you decided to take it from his/her jewelry box and wear it. She/he will never know you borrowed it. When you come home from school that day, you look down at your finger. The ring is gone!

PARENTAL APPROVAL

Intermediate Level

1. If you had just been caught telling a lie.

What would your mother think about what you did?

Approve_______ Not Approve_______ Wouldn't care_______

How would your mother feel about you as a person?

2. If you had just put a small bird back in the nest from which it had fallen.

What would your mother think about what you did?

Approve_______ Not Approve_______ Wouldn't care_______

How would your mother feel about you as a person?

Like me_______ Dislike me_______ Wouldn't care_______

3. If you had just kicked a little dog.

What would your mother think about what you did?

Approve_______ Not Approve_______ Wouldn't care_______

How would your mother feel about you as a person?

Like me_______ Dislike me_______ Wouldn't care_______

4. If you just received a report card with very good grades.

What would your mother think about what you did?

Approve_______ Not approve_______ Wouldn't care_______

How would your mother feel about you as a person?

Like me_______ Dislike me_______ Wouldn't care_______

5. If you had just stolen some candy at the drug store.

What would your mother think about what you did?

Approve_______ Not Approve_______ Wouldn't care_______

How would your mother feel about you as a person?

Like me_______ Dislike me_______ Wouldn't care_______

6. If you had just been tardy at school.

What would your mother think about what you did?

Approve______ Not Approve______ Wouldn't care______

How would your mother feel about you as a person?

Like me______ Dislike me______ Wouldn't care______

7. If you had just crossed the street when the light was red.

What would your mother think about what you did?

Approve______ Not Approve______ Wouldn't care______

How would your mother feel about you as a person?

Like me______ Dislike me______ Wouldn't care______

8. If you had just helped around the house without being told.

What would your mother think about what you did?

Approve______ Not Approve______ Wouldn't care______

How would your mother feel about you as a person?

Like me______ Dislike me______ Wouldn't care______

9. If you had just hurt a smaller child on purpose.

What would your mother think about what you did?

Approve______ Not Approve______ Wouldn't care______

How would your mother feel about you as a person?

Like me______ Dislike me______ Wouldn't care______

10. If you had just broken a neighbor's window while playing.

What would your mother think about what you did?

Approve______ Not Approve______ Wouldn't care______

How would your mother feel about you as a person?

Like me______ Dislike me______ Wouldn't care______

Directions for Administration

Approximately five to ten minutes should be allowed for students to complete the instrument. If students ask questions regarding interpretations of the items, emphasize that the measure requires that they react to general impressions created by the situations presented in the items.

Scoring

Do not score items two, four, and eight (see rationale). For the remaining items only the second set of responses ("How would your mother feel about you as a person?") is to be scored. Assign points to each response as follows:

Like me = 2
Dislike me = 1
Wouldn't care = 0

Thus, for the seven items to be scored (1, 3, 5, 6, 7, 9, and 10), a total of fourteen points is the maximum score possible.

An average score for a group of students may be computed by summing the scores of the individual students and dividing by the number of students in the group.

Questions:

1. How would you feel?
2. How would you feel about your sister/brother for not sharing (at the beginning of the story)?
3. How would he/she feel about you now?
4. Will this be different from the way he/she felt about you before you took the ring?
5. What could you do to regain his/her trust, etc., so that you would feel better about yourself?

Materials 1.2(e): None

Activity 1.2(f): The student will supply written answers to the following "family relations" questions:

1. In what way would you most like to be like your parents?
2. In what way would you least like to be like your parents?
3. What three things would you like to change in your relationship with your family (mother, father, brother, sister, etc.)?

Answers will be placed in the personal journal. Discussion participation is at the option of student.

Materials 1.2(f): None

....

Objective 1.3: The student will display an improved self-concept in relation to the peer dimension as evaluated by teacher observation.

Content: See individual activities.

Activity 1.3(a): The student will designate on the Self Appraisal Inventory whether a statement is true or untrue for him/her. (Self Appraisal Inventory is located under Objective 1.2, Activity 1.2(a).)

Test items relating to the peer domain are 1,4,8,15, 19,23,27,31,35,39,43,47,51,55,59,63,67,71,74.

Materials 1.3(a): Instructional Objectives Exchange (IOX) (test source)

Activity 1.3(b): The student will complete "The Class Play" questionnaire by indicating if others would or would not pick him/her for imaginary roles. Discussion will follow. See attached sheet.

THE CLASS PLAY

Intermediate Level

Directions: Let's pretend that your classroom is going to put on a play. Your classmates are going to pick people to take parts in the play. Mark the "yes" on the answer sheet if you would be picked to play the part or "no" if you would not be picked to play the part.

For example:	Yes	No
1.	X	

1. Would they choose you to be the tattle tale?
2. Would they choose you to be the cheater?
3. Would they choose you to be the movie star?
4. Would they choose you to be the mean boss?
5. Would they choose you to be the brave hero (or heroine)?

6. Would they choose you to be the quiter?
7. Would they choose you to be the sloppy worker?
8. Would they choose you to be the leader?
9. Would they choose you to be the slow runner?
10. Would they choose you to be the successful person?

11. Would they choose you to be the smart traveler?
12. Would they choose you to be the unhappy person?
13. Would they choose you to be the ill-tempered neighbor?
14. Would they choose you to be the good friend?

15. Would they choose you to be the happy character?
16. Would they choose you to be the teacher?
17. Would they choose you to be the selfish owner?
18. Would they choose you to be the good-looking person?
19. Would they choose you to be the fraidy-cat?

Scoring

A total score for each child may be obtained by adding the number of his "yes" responses to the ten positive images. An average score for a group of pupils may be obtained by summing the pupil scores and dividing by the number of pupils in the group. The positive images are numbers 1, 4, 6, 9, 11, 12, 15, 16, 17, and 19.

Materials 1.3(b): Instructional Objectives Exchange (IOX (test source)

Activity 1.3(c): The student will discuss one or more of the following open-ended stories:

"Picked On"

An older boy has been picking on you, teasing you, calling you names, and pushing you around. This happens every morning before school.

"A First Friend"

You just moved to a different town. You don't know anyone. On the first day of school, one of your new classmates is very friendly to you. You are glad to have made a new friend so soon. Then, a few days later, you find out that most of the other students in your class don't like your new friend. You don't want all the others to dislike you. You wonder what to do.

"The 'In' Group"

You are asked to join a group in school you have been wanting to join for a long time. However, before you can become an official member of the group, you have to go through an initiation. For the initiation, you are required to enter a department store and steal a record. If is very important to you to be a member of this group.

Discuss and use the three aspects of decision making with these stories. These three aspects follow:

1. Considering the Alternatives - What are the options or possibilities? Consciously asking oneself this question and contemplating upon it is a first step. If one is having difficulty in thinking of alternatives, other people might be able to help. Asking others for their ideas, suggestions, or how they might deal with the situation often results in more alternatives. Another means of coming up with alternatives is to think about what a person you admire might do in a similar situation.

2. Weighing the Consequences of Each Alternative - What will happen if this alternative is chosen? What will happen if another alternative is chosen, or a third, or a fourth, etc.? Since there usually exists uncertainty as to precisely what will happen if a particular alternative is chosen, the possible consequences and the probability of each consequence occuring need to be dealt with.

3. Choosing from Alternatives - (a) What do you want to happen? Which alternative will most nearly provide you with what you want? (b) Which alternative do you feel most comfortable choosing? Which alternative seems to fit you best? Which alternative seems like the one you should choose? Which alternative do you feel like acting upon?

Materials 1.3(c): None

Activity 1.3(d): The student will role play one or more of the following stories: See attached sheets.

"Pills"
"Smoking Cigarettes"
"Tranquilizers"
"You Get the Cigarettes"

See attached sheets.

Materials 1.3(d): Teacher Activity Package: Decision Making, Grades 2-6.

Activity 1.3(e): The student will complete "Classmates,": IOX Objectives-Based Tests, Elementary Measure #15.

Materials 1.3(e): Instructional Objectives Exchange (IOX) (worksheet)

Activity 1.3(f): The student will complete "Peer Rating Instrument." See attached sheets.

Materials 1.3(f): Teacher Activity Package: Self Concept (IALAC)

……

Objective 1.4: The student will evidence an improved self-concept in relation to the school dimension as evaluated by teacher observation.

Content: See individual activities.

Activity 1.4(a): The student will designate on the Self Appraisal Inventory whether a statement is true or untrue for him/her. (Self Appraisal Inventory is located under Objective 1.2, Activity 1.2(a).)

Test items relating to the scholastic domain are 2,6, 10,13,17,21,25,29,33,37,41,45,49,53,57,61,65,69,73,76.

Materials 1.4(a): Instructional Objectives Exchange (IOX) (test source)

Activity 1.4(b): The student (while pretending he/she is writing an essay about himself/herself in school) will read each item in "How About You?" and mark the description which best fits him/her. See attached sheets.

ROLE PLAYING SITUATIONS INVOLVING DECISION MAKING

GRADES 4 - 6

"Pills"

Characters: Sally, her friends, and Joan

Situation:

Sally and her friends are playing in the park when Joan, who has just moved into the neighborhood, approaches the group. She is extremely attractive and friendly. The group feels really flattered because of Joan's attention and asks Joan to join the group.

One day when Sally is visiting Joan, Joan shows Sally some of the yellow pills her mother keeps in the bathroom.

Joan: "I sneak some of these sometimes and they make me feel real good.

Sally: "My mother said I should never take any pills unless she gives them to me."

Joan: "Come on. Try one. Just one won't hurt."

Sally:

"Smoking Cigarettes"

Characters - Susan, Mary, Jane and Kathy
(They are all friends except Susan)

Situation:

Mary, Jane and Kathy think they are really cool and grown up because they smoke cigarettes. Susan has just moved into the community. She is very much like the other girls, but she has a problem of being overweight. Although she has this working against her, she still has some sense of right and wrong. She needs friends. One day Susan walks home from school with Mary, Jane and Kathy.....

Kathy: "Hey, Sue, we usually stop at Jane's house for awhile. Jane's parents both work, so nobody is home there. We just sit around and smoke a few cigarettes. Do you want to go with us?"

Sue:

ROLE PLAYING SITUATIONS INVOLVING DECISION MAKING

GRADES 4 - 6

"Tranquilizers"

Characters: Sue, Ann, and Sally

Situation:

Ann brings a bottle of tranquilizers to school. At recess time she gets Sue and Sally in a corner and shows them the pills. Ann wants the two girls to take some pills with her. Sally is for the whole idea. Sue is against it.

Ann: "Come on, Sally, swallow one. It won't hurt you. My mother takes them all the time."

Sally: "OK, I will if you will."

Ann: "Sure, I will. Here's one."

Sally: "Come on, Sue, If we take one, you've got to, too.

Sue: "I don't know. My mother doesn't want me to take pills."

Ann: "What's the matter? Are you afraid to do it?"

Sue:

ROLE PLAYING SITUATIONS INVOLVING DECISION MAKING

GRADES 5 - 6

"You Get the Cigarettes"

Characters: Mike, Bob, Bill, and Dave

Situation:

Dave is a quiet person who does not have a lot of friends. Mike has been a leader in almost all activities at school.

Bob and Bill are twins, who live next door to Dave. They have invited Mike to come over on Saturday afternoon. Mike suggests that on Saturday they all walk to the park, hide in the bushes, and smoke cigarettes. Since Dave's parents own a grocery store, Mike suggests that Dave bring some cigarettes from his parents' store, so they can all smoke.

Dave: "I don't smoke."

Mike: "It's handy for you to get them. We'll be counting on you to get them for us."

Dave:

Activity 1.3(f)

PEER RATING INSTRUMENT

Name ____________________

(Can't Concentrate)

1. A lot of times, when he wants to get something done, he can figure out what it's got to be like when it's finished, but nothing he does seems to get him there. He can't figure out a way to do it. He thinks little, and tries one way. When that doesn't work, he'll think some more. Then he'll try another way, and that won't work either. There seems to be a lot of ways to start, but he's never sure which way will get him where he wants to go. Somebody might try to explain to him the way to do it, but it is hard for him to understand even when he is told a few times. Everyone gets things done before he does.

   This is __________________________.
   This is __________________________.
   This is __________________________.
   This may be ______________________, but I'm not sure.
   This may be ______________________, but I'm not sure.
   This may be ______________________, but I'm not sure.

(Misses the Meaning)

2. When somebody is explaining something, he thinks that he understands what is said, but, he tries to say it back, or to explain it to somebody else, he finds out that he missed the point. Sometimes he tries to figure out what something means, but he doesn't get anything out of it, while every one else gets it easily. Sometimes the gang laughs at some joke and it isn't funny to him at all. When he is reading he reads every word, but sometimes he doesn't have any idea of what the book is saying. He tries to study hard, but he doesn't seem to get out of it what other people get out of it.

   This is __________________________.
   This is __________________________.
   This is __________________________.
   This may be ______________________, but I'm not sure.
   This may be ______________________, but I'm not sure.
   This may be ______________________, but I'm not sure.

(Rigid, "In-a-Rut")

3. When something has to get done, he likes to do it in the same old way. He doesn't like new ways of doing things. He knows that if something has worked before, it will work again. He doesn't like being in a group where everybody is trying to figure out a different way of doing something. Somebody will say, "Let's try it this way." He will answer, "What's wrong with the way we always used to do it?"

PEER RATING INSTRUMENT - Continued

This is ____________________________.
This is ____________________________.
This is ____________________________.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.

(Overly Dependent)

4. When he gets stuck in his work, he looks around for somebody to help him. Sometimes it's hard for him to get started because he is not sure about what he is supposed to do. Then somebody has to explain it to him. He goes ahead until he gets stuck again and needs more help. Things usually seem to work out for him after they have been explained, but he needs a lot of help. Sometimes we try to tell him that he should try to figure things out for himself. He feels that if people want to help him, there is nothing wrong with asking for help.

This is ____________________________.
This is ____________________________.
This is ____________________________.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.

(Loud, Dogmatic and Overly Assertive)

5. He likes to come right out with what he thinks. He also thinks that he is always right about everything he says. Sometimes he is pretty loud about expressing his opinions, and, at times, he will even yell. Once in a while, he hurts someone's feelings, but he says that he can't help it, because what he is saying is the truth. He thinks that maybe he should be nicer to people, but if he feels that something is true, he has got to say it. At times, he really gets into a big argument. He says, "I know what I know." He has to show everyone what his ideas are.

This is ____________________________.
This is ____________________________.
This is ____________________________.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.
This may be ________________________, but I'm not sure.

(Impulsive)

6. When he wants to do something, he always likes to get to it right away. When he has to decide about anything, he makes his decision quickly. Sometimes when he thinks about it, he decides that he might have done it another way, but that doesn't matter the next time. He still does the first thing that comes into his head. It does turn out, once in a while, that he has done some-

PEER RATING INSTRUMENT - Continued

thing the wrong way, or that it could have been done better, but he does not like sitting around. He likes to keep doing things all the time.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.

(Under-confident)

7. He doesn't talk much in class. When he gets an idea, he doesn't like to talk about it. Maybe it's a wrong idea and people will laugh at him, he thinks. When the teacher asks a question, he may think of a good answer, but he is afraid to say it. He is afraid that the teacher and the other children will think that he is not very smart.

This is______________________________.
This is______________________________.
This is ______________________________.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.

(Anti-think)

8. He likes doing things. He doesn't like to think about why he does them, or how he does them. He says, "A lot of people like to think about everything before they do it. But this makes me mad." He things that thinking things out and planning is a waste of time, and that it can sometimes get you all fouled up. He feels that if you have a job to do, you just go ahead and do it.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.
This may be _________________________, but I'm not sure.

HOW ABOUT YOU

Intermediate Level

Directions: You are writting an essay about yourself in school. Read each item carefully and choose the description which best describes you. Mark your answers as follows:

1. A B C

X __ __

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

1. Some people get report cards with straight A's or Outstandings. For you to get a report card like that it would be:

A) hard
B) not so hard
C) easy

2. "Magandanga umaga. Kumusta ka. Mabuti, salamat, at ikau?" is Filipino for "Good morning. How are you? Fine thanks, and how are you?" How long do you think it would take you to learn this?

A) a long time
B) an average amount of time
C) a short time

3. You have to give a report in front of class tomorrow. You will probably get:

A) a good grade
B) an average grade
C) a poor grade

4. Your class is putting on a play and your teacher wants good pupils to take the leading roles. If you had one of the leading roles you would be:

A) outstanding
B) good
C) not so good

5. Next week you will start a special unit in arithmetic. There are many things you have never heard of before. It will most likely be:

A) hard for you to catch on
B) not so hard for you to catch on
C) easy for you to catch on

Materials 1.4(b): Instructional Objectives Exchange (IOX) (idea source)

Activity 1.4(c): The student will participate in a discussion of the following open-ended story:

"Copy Cat"

You are taking an important test. Everybody is busy completing the test. You see the person sitting behind you peeking at the answers of the person sitting beside you. This person is copying.

Materials 1.4(c): Teacher Activity Package: Decision Making (source)

Activity 1.4(d): Given a contrived situation in which the teacher describes a group of fictitiously esteemed students, the student (as a member of the class) may voluntarily identify himself/herself as a student who belongs to this group. This activity is called "Perceived Approval Situation". See attached sheets.

Materials 1.4(d): Instructional Objectives Exchange (IOX) (idea source)

Activity 1.4(e): When given the opportunity to display classwork ("Work Posting"), the student will exhibit an improved self-concept by posting his/her own work. See attached sheets.

Materials 1.4(e): Instructional Objectives Exchange (IOX) (idea source)

Activity 1.4(f): The student will complete the "School Sentiment Index", IOX Objectives-Based Tests, Elementary Measure #12.

Materials 1.4(f): Instructional Objectives Exchange (IOX) (worksheet)

Activity 1.4(g): The student will complete "My Class", IOX Objectives-Based Tests, Elementary Measure #17.

Materials 1.4(g): Instructional Objectives Exchange (IOX) (worksheet)

Activity 1.4(h): The student will complete the following worksheet:

MY SCHOOL WORK

The easiest thing for me to learn is ________________

____.

The hardest thing for me to learn is ________________

____

PERCEIVED APPROVAL SITUATION

Description and Rationale

This instrument is designed to measure self concept by creating a situation in which students are allowed to display three aspects of self esteem:

1. self confidence in ability
2. willingness to place oneself in a vulnerable social position
3. confidence in others' opinion toward self.

The situation which elicits this behavior is one in which the teacher announces his approval of an un-named group of students in the class and then leaves it to the individual students to decide if they are included in this special group by coming to see the teacher.

One important aspect of self concept is that those with a positive self concept tend to sense approval or acceptance from peers and authority figures. Therefore, the rationale behind this contrived classroom situation is that the student with a high self concept will identify himself as a member of the group that has won the teacher's approval and will not be reticent to express this perception of self-worth. Although another student may feel he could be part of the chosen group, he may not be willing to face embarrassment or rejection unless his self concept is relatively stable and high. Thus, those students who report to the teacher most likely have a positive self concept and the number willing to be included in the select group should increase after self confidence is bolstered.

Directions for Administration

At the conclusion of a class period, or at the end of the school day, the teacher should make the following announcement, phrased in these, or similar words. (If the technique is to be used in several classrooms, it is important that the language be identical.)

> "There are several students here who have been doing a fine job. I don't want to call our their names, but I would like them to come up after class anytime this week so I can have a few words with them. These students aren't necessarily at the top in classwork, but in general have really made me proud of them. Remember -- those of you that this applies to -- check in with me at the end of any period this week."

The subject should be closed at this point until the time when a student appears to inquire about the announcement. The teacher may simply respond with a few word of encouragement or ask the student if there is anything extra he would like help in or to undertake on his own. The total number of students who come to see the teacher should be recorded.

WORKING POSTING

Description and Rationale

This is an observational instrument designed to measure self concept in grades K-3, and 4-6. The teacher needs merely announce the opportunity to post work after one lesson. However, if the teacher wishes to secure a more representative and stable group of data, the average of several opportunities would afford a better sample. These extra opportunities should include lessons in several subject areas so as not to prejudice the results in favor of students with higher ability in one area. Note that sufficient room for all of the children to post work should be provided to insure that students will not feel that their work cannot be displayed because of lack of space.

This measure is based on the assumption that students with a positive self concept will want to display their work and will not hesitate to do so. On the other hand, a student with a negative self concept will not wish to expose his work to possible criticism.

Directions for Administration

At the outset of the criterion situation period, the teacher should give the directions to the class in his own words. The principal points to emphasize are the voluntary nature of this activity and the fact that posting will not be rewarded or punished.

Class Directions:

1. You will notice that the bulletin board is empty and that there is plenty of room for any of you to post your work if you wish.
2. When you finish your activity, you can either turn in your paper to me or put it up on the bulletin board.
3. If you decide to post your work but you don't know how, I will help.
4. There will be no reward for turning your work in to me or for putting it up on the bulletin board. Just do what you feel like doing.
5. If you decide to put your work on the bulletin board, you can do it as many times as you want to.

Scoring

The teacher should total the number of papers posted during the observational period(s) and divide that by the number of children in the class to obtain a percentage of the class that participates. This can be compared to the percentage participating in the post-test, if given.

Draw two pictures:

Show how you look when you know your work is good.	Show how you look when you believe your work is poor.

Materials 1.4(h): Student Learning Activity Package: Self Concept (IALAC)

....

Objective 1.5: The student will evidence an improved concept of himself/herself in general by applying experience gained through participation in affective development activities as evaluated by teacher observation.

Content: *See individual activities.*

Activity 1.5(a): The student will designate on the Self Appraisal Inventory whether a statment is true or untrue for him/her. (Self Appraisal Inventory is located under Objective 1.2, Activity 1.2(a).)

Test items relating to the student's overall perception of self are 3,7,11,14,18,22,26,30,34,38,42,46,50,54,58,62,66,70,77.

Materials 1.5(a): Instructional Objectives Exchange (IOX) (test source)

Activity 1.5(b): When presented with hypothetical situations that may occur in his/her daily life, in or out of school (covering expectation of acceptance, accomodation to others, expression of opinions, willingness to participate, expectation of success), the student will select the alternatives that apply to him/her. The student will complete "What Would You Do?". See attached sheets.

Materials 1.5(b): Instructional Objectives Exchange (IOX) (idea source)

Activity 1.5(c): The student will do one or more of the activities entitled "Behavior Towards People and Property," pp. 177-201.

Materials 1.5(c): Unit 7, Dealing with Causes of Behavior, Intermediate Teacher's Manual, Grades 4-5.

Activity 1.5(d): The student will complete "Lights, Camera, Action", IOX Objectives-Based Tests, Elementary Measure #16.

Material 1.5(d): Instructional Objectives Exchange (IOX) (worksheet)

Activity 1.5(e): The student will complete worksheets entitled, "Alcohol", "Smoking", and "Party with Friends" by choosing one of the three alternative responses or by writing a fourth alternative response. Worksheets will be placed in personal journal. Discussion will be at option of the student.

Alcohol

You may or may not have ever used alcohol (booze). Someone you are close to (classmate, friend, relative, etc.) was killed in a head-on auto accident last night.

The driver of the other car was drunk and is in satisfactory condition. You examine your opinions on alcohol use. What do you think about the situation?

Choice	Alternative Responses
________	It's just one of those things that happen all the time.
________	You feel revenge toward the drunken driver because he was drunk.a
________	You become strictly anti-alcohol.

If you think you would choose a different alternative to the ones above, please state it below:

____

____

WHAT WOULD YOU DO?

Intermediate Level

Directions:

For each item in the booklet mark the answer sheet (A, B, C, or D) for one of the four descriptions which is most like what you would think or do.

For example:

1. You are having dinner with your family and there are only enough vegetables left for one person.

   A) put them on your plate quickly.
   B) offer them to someone else.
   C) suggest that it is time for dessert.
   D) excuse yourself.

If description (B) is most like what you would do, you should mark the answer sheet as follows:

1.	A	B	C	D
	___	X	___	___

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

1. You are explaining an arithmetic problem to a friend in class. The teacher ask the class to quiet down. You

   A) continue to explain in a whisper.
   B) stop talking and start working quietly.
   C) ask the teacher if you may continue explaining the problem to your friend.
   D) write your friend a note telling him you'ill explain the problem later.

2. You are nominated for a class office and so is your friend. You know that your friend wants the office. You

   A) decline the nomination.
   B) think that your friend will be upset if your run.
   C) accept the nomination.
   D) think that your friend should not mind if you run.

3. You are at the beach with your family and you fall asleep. When you wake up, no one is there. You decide that they

   A) are getting hot dogs.
   B) have gone home without you.
   C) are probably taking a walk.
   D) are hiding from you.

4. You are offered a chance to spend a month with a family in another city. How do you feel about it? You

   A) don't want to go.
   B) want to go.
   C) want to travel.
   D) will not feel comfortable, unless you have a good friend along.

5. You are taking a bus downtown. While you talk to your friend, you miss your stop. You

   A) get off and take a bus the other way.
   B) ask the driver if a transfer will take you back to your stop.
   C) get mad at your friend for making you miss the stop.
   D) don't know what to do next.

6. It is the first day of school and you are at a new school. The teacher asks for someone to help her pass out books. You

   A) will feel uneasy if she calls on you.
   B) would like to volunteer because it will help you to get to know the other children.
   C) look around the class to see who has volunteered.
   D) think that the teacher seems nice, so you volunteer.

7. Your family is getting ready to go out together. Your mother asks you to help her get ready. You

   A) ask her which chores you could do.
   B) say that you're busy.
   C) don't want to help.
   D) pack a lunch for the family.

8. You are asked to run for a class office which you would enjoy, but popular children will be running against you. You will

   A) probably run.
   B) not run for sure.
   C) probably not run.
   D) run for sure.

9. Your club is planning to put on a puppet show. You want to

   A) work a puppet.
   B) paint the scenery.
   C) watch the show.
   D) not have to anything.

10. The neighbor hood kids are cleaning up an empty lot to make a playground out of it. You think

    A) you would like to help do the work.
    B) the kids are wasting their time and energy.
    C) it would be a nice thing for the kids to do.
    D) it will be too much work.

11. Your mother and father are having a party at your house.

    A) it will be fun for you, too.
    B) you will be a special helper.
    C) it will be boring for you.
    D) you will be asked to be quiet and stay out of the way.

12. Some of the kids are forming a club. You will probably

    A) be asked to join it.
    B) not be told about it.
    C) not be asked to join.
    D) be a club officer.

13. The teacher is choosing monitors to help in the classroom.

    A) She will probably choose you.
    B) She thinks you would be a good monitor.
    C) She will probably not think to ask you to be a monitor.
    D) The teacher will probably not choose you.

14. You and your friend are building a lemonade stand. You are making a special pink lemonade to sell. You expect that

    A) the neighbors will buy your lemonade.
    B) the other kids will think a lemonade stand is silly.
    C) the other kids will buy some lemonade.
    D) the neightbors and the other kids will not buy much lemonade.

15. Your scout troop is electing someone to send to a special meeting. Your chances of being sent to the meeting are

    A) good.
    B) bad.
    C) poor.
    D) excellent.

16. Imagine that you are an adult, and looking for a job. Which one would you take?

    A) A job that pays well but that you won't enjoy.
    B) A job in which you can do what you want.
    C) A job where you won't have to work too hard.
    D) A job which does not pay well but in which you have a chance to be the boss someday.

17. There will be a contest in several subjects at school. You expect to

    A) do very well in most subjects.
    B) do poorly in most subjects.
    C) do poorly in some subjects.
    D) do well in some subjects.

18. Your mother and father are giving you a dog. It will be your job to take care of the dog even though you have many other pets. You will probably

    A) take excellent care of the dog.
    B) take good care of the dog.
    C) figure that someone else in the family will take care of him if you forget.
    D) let your mother take over caring for the dog after a while.

Activity 1.5(b)

SCORING TEMPLATE

	A	B	C	D
1.	X		X	
2.			X	X
3.	X		X	
4.		X	X	
5.	X	X		
6.		X		X
7.	X			X
8.	X			X
9.	X	X		
10.	X		X	
11.	X	X		X
12.	X			
13.	X	X		
14.	X		X	
15.	X			X
16.		X		X
17.	X			X
18.	X	X		

Activity 1.5(e)
(continued)

Smoking

You are with a group of friends in your bedroom and they start smoking cigarettes and indicate that you should join them.

Choice	Alternative Responses
____________	You agree and join in because it's OK.
____________	You go along with the idea because they are your friends.
____________	You do not include yourself in the activity because you like to be different and not always go along with the group.

If you think you would choose a different alternative to the ones above, please state it below:

____

____

Party with friends

You have been invited to a party by a group of your friends. Your parents OK the idea but add that if there is any alcohol, drinking or cigarette smoking going on, they do not want you to be involved with that aspect of the party. You understand their concern and agree.

At the party, cigarettes and drinks are offered. You begin to feel the peer pressure and you see that you may be heckled and left out of the group. What can you do?

Choice	Alternative Responses
____________	Refuse because of your promise to your parents.
____________	Give in and break the promise to your parents.
____________	Try just one cigarette and one drink because once is all right.

If you think you would choose a different alternative to the one above, please stat it below:

____

____

Materials 1.5(e): Teacher Activity Package: Decision Making (source)

Activity 1.5(f): The student will participate ina discussion of one or more of the following:

THOUGHTS FOR THE DAY

1. "Listening is taking the time to understand what you are hearing before you make up your mind." Anonymous
2. "It is impossible for a man to be cheated by anyone but himself." Emerson
3. " love myself when I am myself." Hugh Prather
4. I think ... therefore I am.
5. "The tragedy of life is what dies inside a man while he lives." Albert Schweitzer
6. "The greatest pleasure I know is to do a good act by stealth, and have it found out by accident." Charles Lamb
7. "Listen, or thy tongue will keep thee deaf." Indian Proverb
8. "Man's mind stretched to a new idea, never goes back to its original dimensions." Oliver Wendall Holmes
9. "The best qualification of a prophet is to have a good memory." Halifax
10. "All great discoveries are made by men whose feelings run ahead of their thinking." Charles H. Parkhurst
11. "A man wrapped up in himself makes a might small package." Walter Pitkin
12. "As soon as there is life, there is danger." Emerson
13. "If you can find a path with no obstacles, it probably doesn't lead anywhere." Frank A. Clark
14. "We have no right to ask when sorrow comes, 'Why did this happen to me?' unless we ask the same question for every joy that comes our way." Philip S. Bernstein
15. "Instruction ends in the classroom, by education ends only with life." R. W. Robertson
16. "The best part of health is fine disposition...; to make knowledge valuable, you must have a cheerfulness of wisdom." Emerson
17. Perserverance: On a cold morning in January a snail started to climb up the trunk of a cherry tree. As he inched his way painfully upward,

a beetle stuck his head out of a nearby crack and jeered, "Hey Buddy, you're wasting your time. There ain't any cheeries up here." The snail barely paused as he replied, "There will be when I get there."

18. "A man doesn"t live by bread alone. He needs buttering up once in awhile." Max Rogers

19. "Love is the ability to respond to the needs of people before they ask for it." Theobald

20. "Our opinion of others is not so variable as our opinion of ourselves." Vauvenargues

21. "How monotonous the sounds of the forest would be if the music came only from the top ten birds." Dan Bennett

22. "There are a powerful lot of strings to a man's life: apron, heart, purse, and harp." Terance Rattigan

23. "Love does not domonate, it cultivates." Goethe

24. "Each generation has to find out for itself that the stove is hot." Mason City, Iowa, Globe Gazette

25. "Friendship is like money; easier made than kept." Samuel Butler

26. "The fox condemns the trap, not himself." Blake

27. "Men are not punished for their sins, but by them." E. Hubbard

28. "When a man eats his words, that recycling." Frank A. Clark

29. "One's real self is often the life that one does not lead." Wilde

30. "Fact is the ability to make a person see the lightening without letting him feel the bolt." I. A. Battisto

Materials 1.5(f): None

APPENDIX B

INSTRUCTIONAL AND REFERENCE MATERIALS

INSTRUCTIONAL MATERIALS/PUBLISHERS

*Basic Thinking Skills - Midwest Publications Company, Inc.

Brain Boosters - Teachers Exchange of San Francisco

Brain Drain (Book A) - Creative Teaching Associates

Coping With Series - American Guidance Service

Creative Writing Book - Good Apple

Critical Thinking (Book 1) - Midwest Publications Company, Inc.

Dealing With Causes of Behavior - Lakewood City Public School System

Decision Making - McKnight Publishing Company

*Deductive Thinking Skills (Mind Benders) - Midwest Publications Company, Inc.

*Drug Prevention Education Program (Student Learning Activity Package, Teacher Activity Package) - Cooperative Educational Service Agency Number Eight

Fact Fantasy and Folklore - Good Apple

File Folder Ideas - The Education Center

*Guinness Book of World Records - Society for Visual Education Inc.

Holiday Center Ideas - The Education Center

I Am Loveable and Capable - Argus Communications

*IOX Measures of Self Concept - Instructional Objectives Exchange

*Let's Look at Logic - Guidance Associates

Memory Development - ESP, Inc.

*Mind Expanders - Creative Teaching Associates

*New Directions in Creativity (Mark 1, Mark 2, Mark 3) - Harper & Row Publishers, Inc.

*Planning the Human Community - Society for Visual Education Inc.

Probability Kit - Creative Teaching Associates

Public Speaking - ESP, Inc.

Quest - Creative Teaching Associates

INSTURCTIONAL MATERIALS/PUBLISHERS
(Continued)

Reading, Thinking, and Reasoning Skills Program (_Footsteps_, _Snowflakes_, _Clouds_) - Steck-Vaughn Company

*Researchlab - Science Research Associates, Inc.

Secrets & Surprises - Good Apple

Story Starters - Teachers Exchange of San Francisco

Study Skills Library - Educational Developmental Laboratories

Success Core - McKnight Publishing Company

*Super Think - Troll Associates

*Thinklab - Science Research Associates, Inc.

*Thinklab 2 - Science Research Associates, Inc.

Transition 1 - Communication and Problem-Solving Skills - American Guidance Service

*Unsolved Mysteries...with Sherlock Holmes and Dr. Watson - Society for Visual Education Inc.

ADDITIONS

*Recommended by project teacher

INSTRUCTIONAL MATERIALS/PUBLISHERS

Puzzles, Brain Teasers, Activities and Games

Clue - Parker Brothers

Ergo - Resources for the Gifted

Fold a Banana, and 177 Things to Do When You're Bored - Resources for the Gifted

Mass Media - Resources for the Gifted

Mastermind - Resources for the Gifted

Monopoly - Parker Brothers

Othello - Resources for the Gifted

Queries & Theories - Resources for the Gifted

Tripples - Resources for the Gifted

221B Baker Street - Gammon Games

Wff 'N Proof - Resources for the Gifted

ADDITIONS

REFERENCE MATERIALS/PUBLISHERS

Family Word Finder - Reader's Digest Services, Inc. Educational Division

Merit Students Encyclopedia - Macmillan Library Services

National Geographic Picture Atlas of Our Fifty States - National Geographic Society

The Explorer World Atlas - Rand McNally & Company

The New American Roget's College Thesaurus - Grossett and Dunlap

The New Book of Knowledge - Grolier Educational Corporation

The World Almanac and Book of Facts 1978 - Newspaper Enterprise Association, Inc.

The World Almanac and Book of Facts 1979 - Newspaper Enterprise Association, Inc.

The World Book Encyclopedia - Field Enterprises Educational Corporation

ADDITIONS

ADDRESSES OF PUBLISHERS

American Guidance Service
Publishers' Building
Circle Pines, Minnesota 55014

Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

Cooperative Educational Services
Agency Number Eight
107 North Douglas Street
Appleton, Wisconsin 54911

Creative Teaching Associates
P. O. Box 7766
Fresno, California 93727

EDL/McGraw-Hill
13955 Manchester Road
Manchester, Missouri 63011

The Education Center
1411 Mill Street
P. O. Box 6004
Greensboro, North Carolina 27405

ESP, Inc.
1201 E. Johnson
P. O. Drawer 5037
Jonesboro, Arkansas 72401

Field Enterprises Educational Corporation
P. O. Box 3565
Merchandise Mart Plaza
Chicago, Illinois 60654

Gammon Games
2861 La Cresta Avenue
Anaheim, California 92806

Good Apple
Box 299
Carthage, Illinois 62321

Grolier Educational Corporation
Sherman Turnpike
Danbury, Connecticut 06816

ADDRESSES OF PUBLISHERS
(Continued)

Grossett and Dunlap
51 Madison Avenue
New York, New York 10010

Guidance Associates
757 Third Avenue
New York, New York 10017

Harper & Row, Publishers, Inc.
Keystone Industrial Park
Scranton, Pennsylvania 18512

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Lakewood City Public School System
1470 Warren Road
Lakewood, Ohio 44107

Macmillan Library Services
244B Brown Street
Riverside, New Jersey 08075

McKnight Publishing Company
P. O. Box 2854
Bloomington, Illinois 61701

Midwest Publications Company, Inc.
P. O. Box 129
Troy, Michigan 48099

National Geographic Society
Educational Services Department 79
Washington, D.C. 20036

Newspaper Enterprise Association, Inc.
The World Almanac
P. O. Box 91428
Cleveland, Ohio 44101

Parker Brothers
Salem, Massachusetts 01970

Rand McNally & Company
Box 7600
Chicago, Illinois 60680

ADDRESSES OF PUBLISHERS
(Continued)

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Resources for the Gifted
4131 North 51st Place
Phoenix, Arizona 85018

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78768

Teachers Exchange of San Francisco
600 35th Avenue
San Francisco, California 94121

Troll Associates
320 rt 17
Mahwah, New Jersey 07430

ADDITIONS